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ABSTRACT

This manual is designed to assist the school and trainers in preparing students to become peer mediators. The program seeks to find peaceful solutions to problems, and recognizes that conflict is a natural process and that students can solve their own problem and are responsible people. The format puts introductory and program startup materials first. Following are the schedules and activities for elementary, middle, and high school levels. Some activities are used at all three levels. When an exercise is used at more than one level, it has been put in the elementary section. The page number for the exercise is given in subsequent sections. Objectives for this manual include: (1) to serve as a supplement to the conflict mediation workshop, which is largely experimental; (2) to provide educators with training materials to use with students in implementing a peer mediation program; and (3) to serve as a resource for educators who wish to teach students conflict resolution skills within a particular curriculum. (EH)

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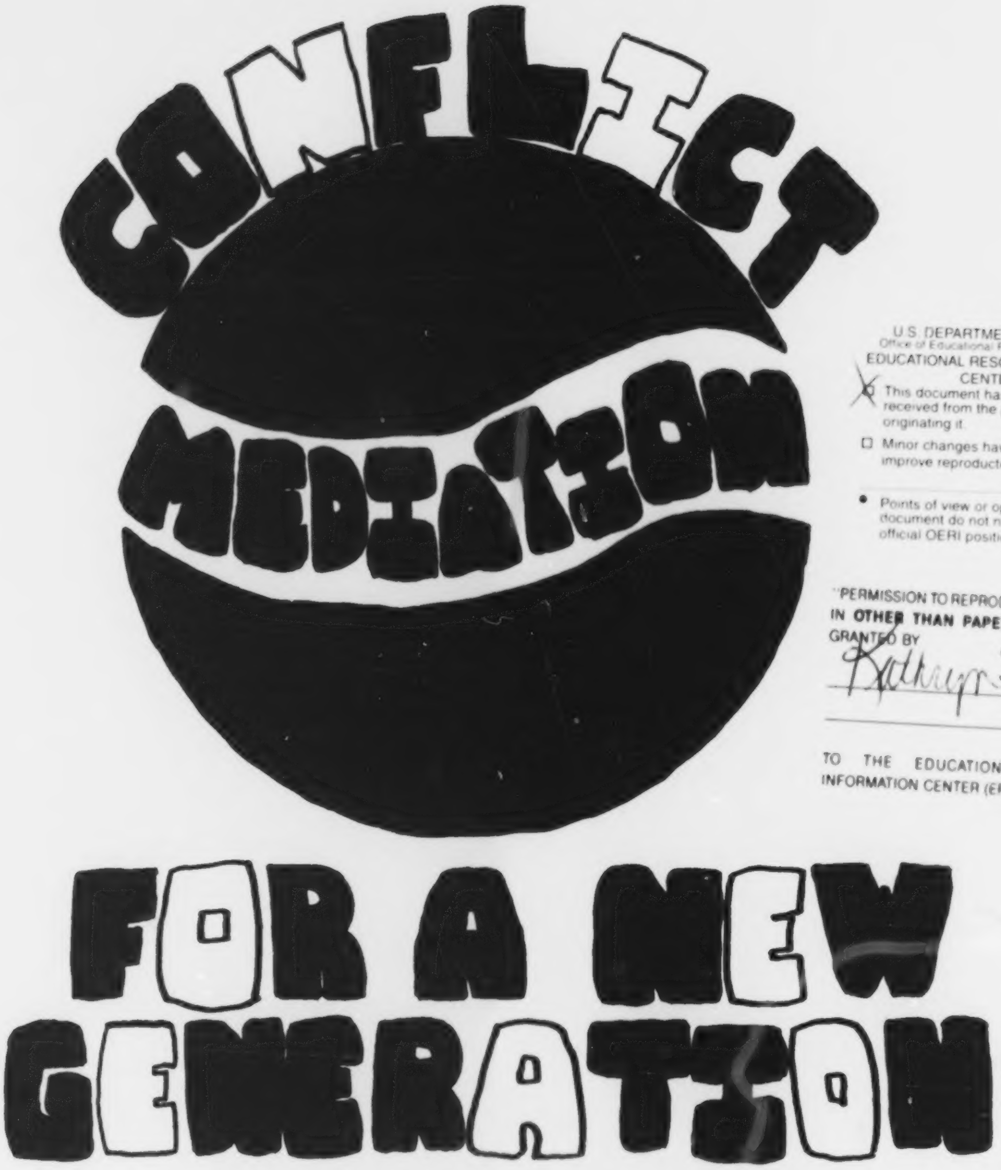

CONFLICT MEDIATION FOR A NEW GENERATION

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Training Manual
Community Mediation Center
Harrisonburg, Virginia

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Conflict Mediation for a New Generation

Training Manual for Educators

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Cover Credit

The cover of this manual was designed as part of a poster display at John C. Myers Middle School in Broadway, Virginia. The logo idea was conceived by Jennifer Morris, and was drawn by Chloe Cunningham and Zach Roberts. This year, Chole and Zach have presented at the Virginia Middle School Association and participated in the television program developed locally on school mediation. Both students have been mediating for two years and describe their experience as "fun and rewarding."

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Appendix

Introduction

Mediation Skills Are Life Skills

Students often become desperate and overwhelmed by the difficulties they face with their peers. When feeling powerless, they may try to use threats or physical force to get their way. But violence breeds more violence and in the end problems only escalate. Few students have had helpful models at home or in the community to show them positive ways to problem-solve and resolve disagreements and arguments.

Educators are realizing it is their job to equip students to deal positively with their conflicts. Hurts and tensions between students interfere with learning and disrupt the classroom atmosphere. The school setting is an appropriate place to model and reinforce a negotiation process. Schools which have instituted mediation and conflict resolution programs have experienced statistically significant drops in instances of violence, substance abuse and student suspensions.

This manual was developed to assist the school and trainers in preparing students to become peer mediators.

The format puts introductory and program start up materials first. Following are the schedules and activities for elementary, middle and high school levels. Some of the activities are used at all three levels.

When an exercise is used at more than one level, it has been put in the elementary section. The page number for the exercise is given in subsequent sections.

Objectives for this Manual:

1. To serve as a supplement to the workshop which is largely experiential.
2. To provide educators with training materials to use with students in implementing a peer mediation program.
3. To serve as a resource for educators who wish to teach students conflict resolution skills within a particular curriculum.

Philosophy of The Conflict Manager Program

~ *The Conflict Manager Program recognizes that conflict is a natural process and seeks to find peaceful solutions to problems.*

~ *The Conflict Manager Program also recognizes that students can solve their own problems and that students are responsible people.*

Conflict Resolution

CONFLICT IS:

Goals and Objectives of The Conflict Manager Program

1. To resolve minor peer disputes that interfere with the education process.
2. To build a stronger sense of cooperation and school community.
3. To improve the school environment by decreasing tension and hostility.
4. To increase student participation, self-esteem and develop leadership skills.
5. To build communication and practical life skills.
6. To improve student performance.

VALUES of the 4th R

- ***Conflict has positive value.***
- ***Peacefully expressing conflict has positive value.***
- ***Voluntary resolution of conflict has positive value.***
- ***Diversity has positive value.***
- ***A system which demonstrates these values is positive.***

PEER MEDIATOR PROGRAM BENEFITS

School Staff

- Spend less time getting involved in and settling squabbles among students.
- Pressure to be a constant disciplinarian decreases. Tension among staff is reduced.
- Staff has a better relationship with students, improving school climate.

Peer Mediators

- Develop leadership skills.
- Language skills are enhanced.
- Academic achievement often improves.
- Positive status among peers increases self esteem.
- Learn communications skills useful in all relationships.
- Learn a problem solving technique applicable to many situations.

Student Body at Large

- Can become active in the problem solving process.
- Involvement leads to greater commitment to making solutions work.
- Have a strong influence on their peers.
- Have positive models for solving conflicts appropriately through Peer Mediators.
- Assume greater responsibility for solving their own problems and recognize that adult intervention is not always necessary.
- Students are encouraged to share their feelings and search for positive ways to get their needs met through the Mediation Process.

Families

- A ripple effect of the program is that the problem solving process taught carries over to families. Parents and students have reported that conflicts at home are being resolved more effectively.

Society

- Schools that teach students positive ways to resolve conflicts are aiding in the reduction of violence in our society. Children who learn at an early age to solve conflicts in a positive way are more likely to do so as adults.

Economy

- Successful projects cost very little.

Most Often Asked Questions About Conflict Manager Programs

1. ***Who will coordinate the program on site?***
The coordinator is responsible for overseeing all aspects of the program on site. It is preferable if they have a personal interest in and understanding of mediation and are well liked by the students. Coordinators can be guidance counselors, teachers or special staff. It is also helpful to have more than one individual to coordinate the program. Responsibilities of the coordinator include:

    - attending the teachers training.
    - Assisting in planning a student assembly to introduce mediation to the student body. Election takes place after the assembly.
    - Overseeing selection of student mediators.
    - Taking referrals.
    - Scheduling mediators and mediation sessions.
    - Supervising mediation sessions–do not have to be present in room but available to mediators.
    - Helping mediators improve their skills through regular meetings.
    - Following up on cases and keeping records.

2. ***How are students selected to become Conflict Managers?***
With the assistance of the faculty coordinator, an assembly is held to introduce mediation to the student body. A skit is performed by students demonstrating the mediation process. Following the assembly, the students vote for 2–3 classmates. The faculty coordinator tabulates the votes and presents them to a faculty committee for final discussion. The faculty needs to determine if the students chosen will be able to keep up their grades and if the school population is represented racially and socio-economically.

3. ***What qualifications should students have to be Mediators?***
Students should be seen as leaders in the school, in that they have the respect of the other students. This may also be a negative leader. These students seem to have an acceptance that make classmates feel if they can do mediation then anyone can. The students should see the mediators as helpers, people they would feel comfortable talking with.

4. ***When will the training be scheduled?***
Student training is usually held during school hours. The times can be alternated so the students will not miss the same class consistently. Students are required to make up all work missed.

5. ***Which issues will be mediated?***
Each school must decide which issues are appropriate for mediation and which demand more traditional disciplinary measures. Mediation is voluntary. Also, most schools will not mediate issues involving weapons, drugs or serious physical violence. Most cases include such issues as gossip, name calling, not returning borrowed items, boyfriend/girlfriend difficulties, etc.

6. ***How do you continue the program and train new mediators after the first year?***
As the trained mediators graduate to another level of school, new mediators will be needed. These are selected from the class that will come of age that year. This new group is given the same training the others received and then joins the remaining group for that year. This is an excellent time to include some of the experienced mediators for sharpening of skills. They may help with role plays and other small group exercises.

7. ***Is the program misused by students to get out of class?***
This occurs infrequently and when it does, it is usually discovered quickly by the mediators or faculty coordinator.

8. ***When will mediation sessions be held?***
Sessions are held only during predetermined periods of the day, such as lunch before or after school or other times that fit the faculty coordinator's schedule.

9. ***Are there limits to the program's guarantee of confidentiality?***
Students are told that everything they say will be kept confidential unless there is a threat of violence, suicide or substance abuse.

10. ***How will the school at large be informed about mediation?***
    - Presentations and role plays can be made at assemblies.
    - Presentations can be made in classrooms by a consultant or Peer Mediators.
    - Advertise mediation in the school with posters, daily announcements, and articles in the school newspaper.
    - Mediators in the elementary level can wear T-shirts, arm bands or buttons.

11. ***What kind of follow-up training and support will be provided for the Mediators?***
Bi-monthly meetings are recommended for mediators. This is a time to improve their skills, share their experiences and maintain the momentum of the program.

Resources Needed To Implement A Conflict Resolution Program

Faculty Coordinator(s)

1. Attend initial training for faculty coordinators.
2. Do promotional speaking if requested.
3. Coordinate staff training. (2-8 hours)
4. Coordinate student assembly and tabulate results.
5. Coordinate training for student mediators.
6. Schedule peer mediators for duty.
7. Conduct regular meetings with peer mediators.

Volunteer Teachers

1. Attend staff training conducted as school program begins. (2-8 hrs)
2. Assist with training student mediators.
3. Assist coordinator in scheduling peer mediators for duty.
4. Assist with peer mediator meetings.

Release Time

For Peer Mediators: *(Students are responsible for making up classroom work)*

1. The Training hours. (12-16)
2. When on duty.
3. Meetings.

For Teachers:

1. Teacher training.
2. Peer mediators' training.
3. Time for follow up meetings with student mediators.

Steps Needed by the School to Implement a Peer Mediator Program

1. ***Select a faculty coordinator.*** It should be someone interested in the program. This person can begin work in scheduling and program implementation.

2. ***Schedule staff and student training.*** Set future dates for training to take place.

3. ***Speak to the faculty*** to inform them of the program and what they can expect of the training for themselves and the students.

4. ***Speak to a parent group*** to inform them of what is going to take place at their school and what it means for their children. It is important that they understand the concept of mediation.

5. ***Conduct staff training.*** Encourage as many staff as possible to participate as this ensures understanding of the program and increases involvement. Parents who plan to be directly involved with the program should also participate.

6. ***Coordinate the assembly*** to inform the student body of what mediation is and how it will affect them and their school. This is done cooperatively by the principal and faculty coordinator.

7. ***Selection of students*** is done by vote of the student body. Each student votes for 2-3 classmates in their grade. Votes are tallied and results are approved by teachers and administrators. Students need to represent the student body socio-economically, racially and by gender.

8. ***Permission slips go home.*** Students must have parental approval.

9. ***Conduct student training*** (12-16 hours). One adult per four students is neeeded at the student training to assist small group exercises.

10. ***Faculty advisor makes schedule*** for the Peer Mediators to begin duty and develops a plan to fit the environment of the school.

PEER MEDIATORS GO ON DUTY!!

11. ***Faculty advisor holds regular meetings*** bi-weekly or monthly to keep Peer Mediators informed and to refresh skills. This is an excellent time to share experiences.

Mediation Process

Step One Introduction and Ground Rules

1. Introduce yourselves
2. Ask if they want to solve their problem with you.
3. Explain that what is said at this time will be kept confidential by you.
4. Get agreement to the 4 rules:
    - do not interrupt
    - no name calling or putdowns
    - be as honest as you can
    - work hard to solve the problem

Step Two Defining the Problem

5. Decide who will talk first.
6. Ask person #1 what happened.
   RESTATE
   Ask person #1 how he or she feels and why.
   RESTATE FEELING
7. Ask person #2 what happened. RESTATE Ask person #2 how he or she feels and why. RESTATE FEELING
8. Ask both persons if they have anything to add.

Step Three Finding Solutions

9. Ask person #1 what s/he can do to solve the problem.
10. Ask person #2 if s/he can agree to the solution. If they can not....
11. Ask person #2 if s/he has a solution to the problem.
12. Ask person #1 if s/he can agree to this solution. Go back and forth until the agreement is reached.
    - Make sure you get a solution for each part of the problem.

Step Four Final Agreement

13. RESTATE the final solution. This is to make sure both parties agree to the same thing and hear all the parts.
14. Ask each what he or she could do to keep the problem from happening again.
15. Ask disputants if they feel the problem is solved.
16. Ask disputants to tell their friends that the conflict has been solved to prevent rumors from spreading.
17. Congratulate the students for their hard work.
18. Fill out the mediation agreement form.
19. Have the disputants sign the agreement form.

Rules of Conflict Resolution

I agree to work hard to solve the problem.

I will not call names or put down the other person.

I will not interrupt when the person is talking.

I will be honest.

Elementary Schedule

Day One

ACTIVITY	TIME
Name Tags and Seating	5 min
Warm up	10 min
Overview of Training	10 min
Conflict and How People Deal with It • Words of Conflict • Conflict Resolution Styles • Skits demonstrating CR styles	25 min
Fouls of Fighting	15 min
Break	10 min
Rainstorm	10 min
Conflict Detectives	10 min
Dos and Don'ts of Peer Mediators • Demonstrate Good/Poor Peer Mediator	30 min
The Mediation Process	20 min
Wrap up	5 min

"Mediation training changed my life. I went from very shy but now I can open up without being imbarist (sic)."

4th grade student

Day One

Name Tags and Seating
5 min

Have name tags and markers available for each student and trainer. Ask students to print their first name and last initial, large enough to be read easily by everyone in the group.

Make seating comfortable and conducive to group building. This can be achieved by seating in a semi-circle or open rectangle, at tables or on folding chairs.

Warm Up
10 min

OBJECTIVES : *1. To get acquainted with students and they with the trainer. 2. To build a sense of community.*

"What would you do if you had a half-hour of free time. That's something we would like to hear today." The leader should begin by giving workplace, family information, and what s/he would do with a half hour of free time. Ask each student to give their name, grade, teacher, the number of brothers and sisters in their family and what they would do with a half hour of free time. Remind students to speak in voices that can be heard around the group.

20

Overview of Training
10 minutes

OBJECTIVE: To help students understand peer mediation training and their responsibilities.

I. How were they chosen—by their peers and teachers!

II. A brief schedule for the training:

- How we handle conflict.
- What is mediation, what will you do? Practice mediation.
- Listening skills, paraphrasing.
- "I"-messages.
- How to handle difficult situations.
- Games and exercises interspersed.

(It can be helpful to post a simple schedule on newsprint or in the form of a handout so the students know what to expect.)

III. Give the exact days and times of the training.

IV. Responsibilities of mediators:

- Serve for the time designated. (All year if in fall, remainder of year and next year if in spring.)
- Be on time for training.
- Make up all class work missed during training or when on duty.
- ...other responsibilities...

V. Pluses of being a mediator:

- Be a helper and leader in your school
- Make your school a better place to be.
- Prevent violence by offering a safe place for students to talk out differences before they escalate.
- Gain new skills which you will use in other areas of your life.

VI. Give students initial handouts in a folder that can be used during the training. (Folders with interior pockets are helpful for future handouts.)

Conflict and How People Deal With It
25 minutes

OBJECTIVES: *1. To help students understand that conflict is a daily part of life all must deal with. 2. To understand the different styles of dealing with conflict.*

- Before you begin this lesson choose four students to read the One Story/Three Endings skits. Encourage them to show the emotions and do as many actions as possible.

I. ***Define Conflict.*** Ask students for definition, then offer this one: Conflict occurs when people are in disagreement with each other.

II. ***Words of Conflict:*** Ask the students, "What words do you think of when you hear the word, conflict?" As they respond, write the words on a blackboard or newsprint. Get as many responses as possible, then ask, "What kind of words do we see here, positive or negative?" Go through the words pointing out the positive and negative.

"Conflict does not always have to be bad, it is what we do with conflict that makes it good or bad. Conflict can be seen as an opportunity to grow and learn new skills if settled in an appropriate way, such as mediation."

III. ***Conflict Resolution Styles:*** There are three basic styles we use to settle conflict. They are Confrontation, Denial and Problem Solving. Don't discuss definitions at this time. Have the four students perform the One Story/Three Endings skit.

Put the following chart on the blackboard or a piece of newsprint:

One Story/ Three Endings	**Who's Angry**	**Who's Happy**	**Who's Listening**	**What will happen next time?**
CONFRONTATION				
DENIAL				
PROBLEM SOLVING				

22

After the first ending discuss the outcome:

1. What was the type of conflict resolution style shown in this skit? (Denial)

   Define: Denial happens when someone is angry but will not admit they are angry. Instead of talking about it they keep it inside. What will happen if it is kept inside?

   Filling in the chart, ask:

   - Who was angry at the end of this skit? How do we know?
   - Who was happy?
   - Who is doing what they want to do?
   - Who is listening, trying to help?
   - What will happen next time these people get together?

2. Have students perform the second skit. What was the conflict resolution style demonstrated in this skit? (Confrontation)

   Define: Confrontation occurs when two or more people are angry, and they attack each other either verbally or physically. Neither party is willing to listen to the other and confrontation occurs.

   Fill in the chart for confrontation asking the same questions.

3. Have students perform the third skit. What was the conflict resolution style demonstrated in this skit? (Problem Solving)

   Define: Problem solving occurs when the people involved in a conflict are willing to talk through their problem without attacking each other verbally or physically. They are willing to look for the solution which works best for all.

IV. ***Skits Demonstrating Conflict Resolution Styles.***

Divide students into groups of 3-4. Give each group a card on which one of the conflict resolution styles has been listed. The students should not tell other groups what is on their card. Tell the groups to make up a skit demonstrating the style listed on their card. Give them 5 minutes to practice, then call the group back together and let each group demonstrate their skit for the class. Ask the class to guess what the conflict resolution style is.

*If time allows discuss what a good solution would have been for the skits showing confrontation and denial.

"Mediation does not fix blame, it fixes problems."

source unknown

One story / Three Endings

NARRATOR: It's lunch time in the cafeteria. Penny and Jim have just put their trays down on a table and are sitting down when Debbie walks up with her tray.

Ending #1

DEBBIE: "Hi! Okay if I sit with you today? Wasn't that spelling list gross?"

JIM: "Sure, pull up a chair. Yeah, spelling was gross. I didn't know about half those words."

NARRATOR: Penny wanted this chance to eat with Jim, and she didn't want Debbie butting in. She doesn't know what to say, so she moves a little closer to Jim and slams her milk down on her tray.

PENNY: "Oops! Why'd you make me spill my milk? You two always have trouble with spelling, don't you?"

JIM: "What's eating you, Penny?"

PENNY: "Nothing. Forget it."

Ending #2

DEBBIE: "Hi! Okay if I sit with you today? Wasn't that spelling list gross?"

JIM: "Sure, pull up a chair. Yeah, I didn't know about half those words."

PENNY: "Why don't you move on, Deb!"

DEBBIE: "You don't have any claim on this table. I can sit wherever I want!"

PENNY: "You're so dumb you can't read or spell. Troublemaker!"

DEBBIE: "You think you own Jim. You told Marsha he was your boyfriend and you're a liar."

PENNY: (Reaching for Debbie's hair) "Ill show you, you big fat tattletale.

NARRATOR: Debbie took up the challenge, and she and Penny began to fight.

Ending #3

DEBBIE: "Hi! Okay if I sit with you today? Wasn't that spelling list gross?"

JIM: "Sure, pull up a chair. Yeah, I didn't know about half those words."

PENNY: "Hey, Jim, I thought we were going to eat together? We were going to plan for the pizza party on Friday."

JIM: "That's right, we were."

DEBBIE: "Well, I didn't mean to be a 'butt in'. There aren't many places left here."

PENNY: "Go ahead, sit down. We're all tired after that spelling test, so we won't get much planning done now."

JIM: "Yeah, I'm hungry now. Could you meet a few minutes after school to plan the party, Penny?"

PENNY: "O.K. with me."

"Fouls of Fighting"

15 minutes

OBJECTIVE: *To help students learn to fight fairly.*

I. Copy the referee handout and give to each student. Also make copies of the skits.

II. Explain that we all must deal with people's anger and be able to "fight" with others but it is important to fight fairly. What will be gone over next are fouls that make fighting unfair.

III. Go over each "foul" discussing what makes it a "foul":

- *Getting even:* This is a foul because it causes the fight to escalate with each having to go one step farther.
- *Bringing up the past:* A foul because it doesn't let things be forgotten. Two words that are fouls by bringing up the past are always and never. You never do your homework. You always forget it. No one is that consistent!
- *Pushing and hitting:* Always fouls!
- *Not listening:* This increases someone's anger if they feel they are not being listened to. Also allows for misunderstandings.
- *Blaming and making excuses for your behavior:* This is a foul because we are not willing to take responsibility for our behavior. We want to give the blame to someone else.
- *Bossing:* A foul because this often starts a fight when we tell others what to do. Few people like to be bossed.
- *Threats:* This is a foul because it makes a person feel uncomfortable and frightened even if they are quite sure the person is incapable of doing what they say. The words "I'm going to kill you." cast fear even when we feel sure the person is not serious.
- *Put-downs and name calling:* These fouls are frequently the cause of the fight in the beginning. If they are not the cause, they fan the flames.

IV. Ask different students to act out the following skits. As they read the parts, have the rest of the group raise their hands when they hear a foul. Discuss what the fouls were following the skit.

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"Fouls of Fighting" Skits

I.

Kim: Hey Thelma, may I borrow a pencil? I lost mine.

Thelma: No way! You never return pencils and you're inconsiderate. You never come prepared. You can just sit there while we take the test. You'll get an F, and I'll be glad.

Kim: Aw, come on, Thelma. I'll return it, I promise.

Thelma: Not a chance. You deserve to flunk.

II.

Narrator: Joe and Al are playing baseball. Al keeps missing the ball.

Joe: What's the matter with you? Why can't you hit the ball?

Al: Shut up, stupid. You're not so perfect yourself.

Joe: (Pushes Al) Who you calling stupid?

Al: I'm telling. (Rubs his arm)

Joe: You tell and you're dead after school.

III.

Narrator: Lisa and Jane are classmates who haven't completed their science project which is due today.

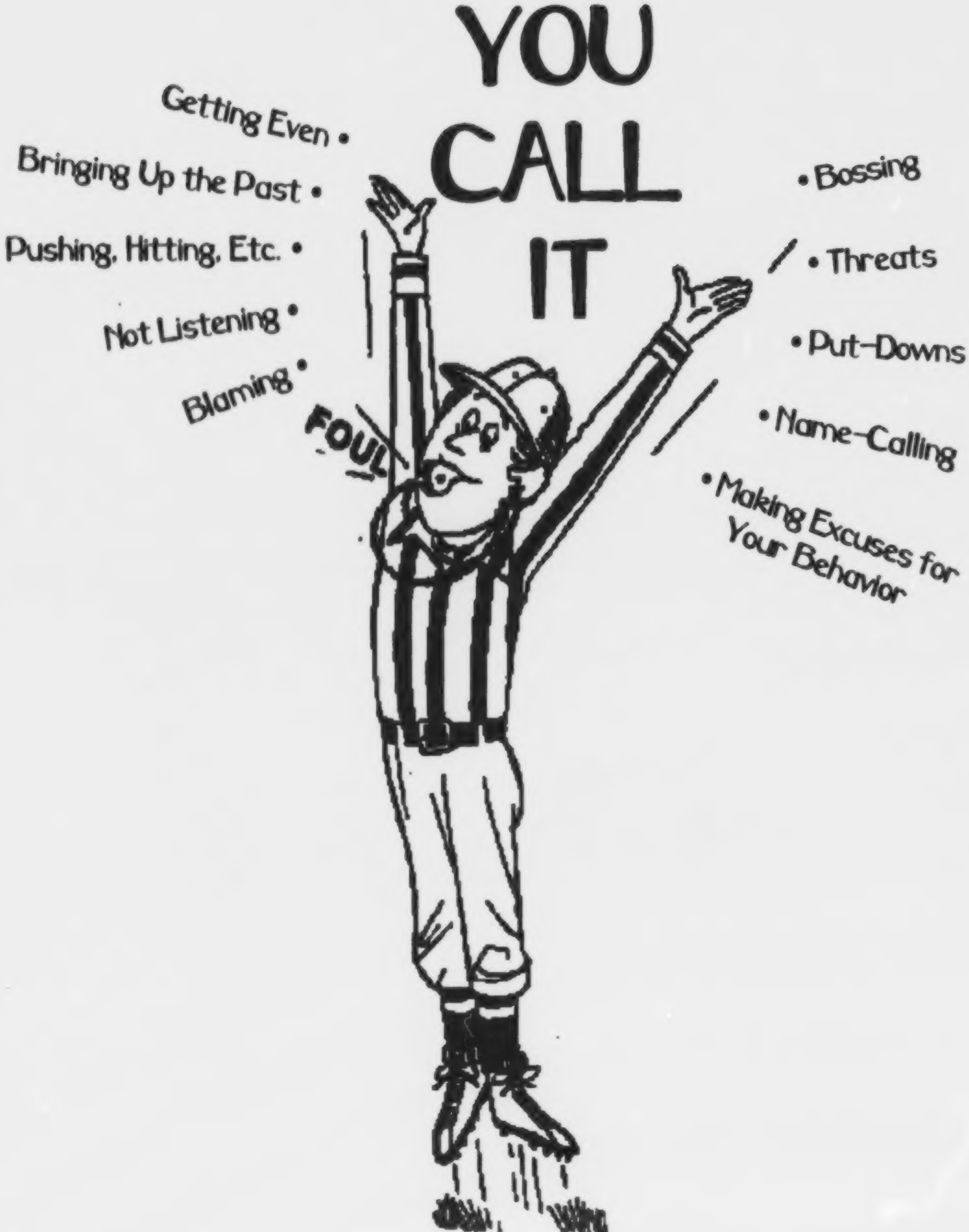
Lisa: It's your fault. You were always too busy to do anything.

Jane: When you blame me, I feel mad. We were both responsible for the project.

Lisa: How could I do the project when you didn't give me the materials? You always want everything for yourself and you never share.

Jane: Blaming isn't going to get our project done. Let's ask the teacher if we can bring it in tomorrow.

Lisa: Okay. I'll come over right after school.


YOU
CALL
IT
Getting Even •
Bringing Up the Past •
Pushing, Hitting, Etc. •
Not Listening •
Blaming •
FOUL
• Bossing
• Threats
• Put-Downs
• Name-Calling
• Making Excuses for Your Behavior

"Rainstorm"

10 minutes

OBJECTIVE: *To build a sense of community and recall attention after the break.*

Explain to students that, together, you will create a rainstorm. There will be no talking, but the sounds you make with your hands will build—from the wind in the trees, to the first raindrops on the roof, to the patter of a heavier rain, to thunder, and then back again to quiet. No one should begin making a sound until the leader is in front of them. This way the sound will build as the leader goes around the circle.

Form a circle with the leader inside. The leader begins by rubbing hands together in front of one child in the circle. That child imitates the sound and the leader moves on adding children one by one into the sound. Children continue rubbing hands while the leader makes a second pass around the circle, this time snapping fingers in front of each child. On the next pass the leader makes a pattering sound by slapping open hands on the thighs. The peak of the storm occurs when feet stomping is added to the slapping of the legs. As the leader comes around the next time the foot stomping stops, next time the slapping of the legs stops, then the leader clicks the fingers and then rubs the hands together to create wind. Lastly, the hands are held in front, quietly. Stand, listening to the silence, say softly, "We have just created our own storm."

**Explain in a calm voice each stage of the storm as you proceed around the circle.*

Conflict Detectives

10 minutes

OBJECTIVES: *1. To encourage students to observe the world they live in and the types of conflicts. 2.To distinguish between the conflict resolution styles demonstrated in the conflicts.*

I. Give out the Conflict Detectives observation sheet.

II. Explain that their assignment is to observe conflicts around them during the days until your next meeting. Fill in the sheet describing the conflicts.

III. Who is involved? (Not the first names but "two fourth graders," "a brother and sister," etc.)

- Where? Was it in the classroom? on the bus? at home?
- What happened? Who said what?
- Identify the Conflict Resolution style was used?
- Confrontation, Denial or Problem Solving.

CONFLICT DETECTIVES

Name ______________________

Directions: Keep a record of conflicts you observe over the next few days. Try to be as accurate as you can. Report only what you see and hear.

	Conflict 1	**Conflict 2**	**Conflict 3**
Who is involved?			
Where?			
What was being said or done? (actions and/or words)			
How does it end? (confrontation, denial, problem solving)			

Do's and Don'ts for Peer Mediators

30 minutes

OBJECTIVES: *1. To demonstrate to students the qualities of a good mediator. 2. To present the positive role of a peer mediator.*

I. Explain to students that they will see two role plays. The first will illustrate how not to mediate, the second will be one to use as an example for later practice.

II. Have four trainers demonstrate a role play with the mediators acting inappropriately:

- Take sides with one disputant
- Interrupt disputants and other mediator
- Give rules hurriedly and leave one out
- Give solutions

After role play, discuss:

- What did you see that was not appropriate?

III. Demonstrate the next role play with mediators following the mediation process accurately and fairly.

After role play, discuss:

- What made this role play different?
- How did the mediators treat the disputants?
- Was it more balanced?
- Was the problem solved?

IV. List on the board points the students make after you ask:

"What characteristics make a good peer mediator?"

"What characteristics make a poor peer mediator?"

Good	**Poor**
good listener	interrupts
helper	acts like a judge
dependable	acts like a policeman
trustworthy	acts like a hall monitor
fair	acts like a principal
teamworker	talks about the mediation
maintains confidentiality	takes sides

Peer Mediation Process
20 minutes

OBJECTIVE: *To familiarize the students with the mediation process which they will be using.*

I. Explain to students that this is the process they will follow when mediating with fellow students in the future.

II. The process should be copied for each student and a chart can be made to display up front.

III. Explain location of mediations:

When *elementary* students are on duty at the school in a group situation, and they are needed to solve a problem, they need to move to an area away from the other students but still within the area of adult supervision. *Middle and high school* students usually have a specific place where mediations take place regularly.

VI. Go over the mediation process step by step. A scenario can be used to help illustrate the steps.

Step 1 - Introduction and Ground Rules

1. Introduce yourselves: Say, "Hi, my name is ________and I'm a mediator.
2. Ask if they want to solve the problem with you.
3. Explain that what is said at this time will be kept confidential by you. Be sure they understand what confidential means, if they can't explain it to the disputants.
4. Get agreement to the 4 rules.
    - Do not interrupt. You will each get a chance to speak.
    - No name calling or putdowns.
    - Be as honest as you can.
    - Work hard to solve the problem.

Be sure that each student agrees with all the rules. A definite yes, not a mumble.

Step 2 - Defining the Problem

5. Decide who will talk first. Things to look for in making the decision are:
    - Who is the angriest? They interrupt because they are so upset and would do better if they talked first
    - Is one person intimidated? Will they agree with whatever the first has said.

6. Ask person #1 what happened.

   RESTATE

   (It is very important to restate what is said to let the person know they have been heard. Also if the mediator has not heard correctly, the disputant can correct them.)

   Ask Person #1 how he or she feels and why.

   RESTATE

   (It is critical to hear how the person is feeling at this time because often the dispute is caused by hurt feelings, of which the other is unaware.)

7. Repeat the process with the second student.
8. Ask both persons if they have anything to add to their stories.

Step 3 - Finding Solutions

9. Ask person #1 what he or she can do to resolve the part(s) of the problem for which s/he is responsible.
10. Ask person #2 if he or she can agree to #1 solution. If not...
11. Ask person #2 for a possible solution to the problem.
12. Ask person #1 if he or she can agree to this solution. Go back and forth until an agreement is reached.

    *Make sure you get a solution for each part of the problem.

Step 4 - Final Agreement

13. RESTATE the final solution. This is to make sure both parties agree to the same thing and hear all the parts.
14. Ask each what he or she could do to keep the problem from happening again. What behavior caused the problem. Can they change the behavior?
15. Ask disputants if the problem is solved. (It is important that they feel the problem has been taken care of.)
16. Ask disputants to tell their friends that the conflict has been solved to prevent rumors from spreading. Often groups of friends keep a problem growing and will not let it die down. Informing them that it is over lets them forget about it.
17. Congratulate the disputants for their hard work. Let them know they have worked hard. (Tell students to say what comes naturally to them.)
18. Fill out the mediation agreement form. Do this quickly but fully with the students waiting. Make the agreement complete but brief.
19. Have the disputants sign the agreement. By signing, the students feel they are in a contract situation and recognize their responsibility.

Wrap Up
5 minutes

OBJECTIVE: *To draw information of the day together and set the stage for the next training session.*

Recall: What are the three styles to deal with conflict? Can you list several fouls of fighting? Let's list the four rules to mediation.

Overview of next session:

The next session will cover the conflicts you observe. We'll begin "listening skills" and practice the mediation process for the first time.

Day Two

Warm up	10 min
Review	5 min
Discussion of Conflicts Found By Detectives	30 min
Break	10 min
Why We Listen	10 min
"Hit and Run"	15 min
Review Mediation Process	10 min
How to Role Play	10 min
Role Play Mediation Process	20 min
Discuss Role Play	10 min
M&M Game	15 min
Wrap up	5 min

Day Two

Warm Up
10 minutes

OBJECTIVE: *To build group feeling and get group started for the day.*

I LIKE EVERYONE HERE, BUT I ESPECIALLY LIKE PEOPLE WHO...

(An Adaptation of "Musical Chairs")

- Set chairs in a loose circle with one chair less than the number of people playing. (Students enjoy adults playing this game also.)
- The leader says *one* category to the group: "I like everyone here, but I especially like people who are wearing red"... have brown eyes"... like math"... brushed their teeth this morning", etc.
- Anyone who belongs in the category mentioned, gets up and finds a new seat. The person must change seats, not stand up and then sit down in the same chair.

IV. The person left standing is the new leader. They make the same beginning statement.

Review

5 minutes

OBJECTIVE: To help students recall information given at the first day of training.

I. Discuss the definition of conflict.

II. Ask for the three basic ways to handle conflict and the definitions of each.

III. Briefly discuss plans for today. It is helpful to have a general outline of points to be covered.

Discussion of Conflicts Found By Detectives
30 minutes

OBJECTIVE: *To assist students in being aware of the types of conflicts that occur around them every day and the way people settle them.*

I. Have students get their homework sheets.

II. Using a blackboard or newsprint, write the students observations. Use a similar format to that on their observation form.

III. Let the students take turns telling about the observations they made.

- Who is involved? *(Do not use proper names of disputants.)*
- Where? Write where the conflict took place.
- What happened? Tell briefly what took place.
- How does it end? What way did they solve it, conflict resolution style? How could it have ended better?

IV. Go back over the observations. Ask:

- How did the disputants feel in the conflicts?
- What was the problem for each?
- Which were settled by confrontation?
- Which were settled by denial?
- Which were settled by problem solving?

V. For those not settled by problem solving ask:

- How could it have been settled by problem solving?

Why We Listen
10 minutes

OBJECTIVE: *To help students understand the different things we listen to and why?*

I. Ask students: Why do we listen? Why is it important in our everyday lives? List some of the reasons we listen?

- To learn: What the teacher says, from our parents etc.
- To get directions: To a friend's house, for homework, where to go for lunch.
- How people feel: A friend is upset, Dad feels ill and needs your help etc.
- For fun: The radio, TV, movies.
- To help: A friend has a problem
- For information: Is school called off because of snow?

II. Listening is important and even though we think we know how to listen, it is something we need to practice. The skills we will learn will help us to listen better.

> "Talking to kids is better; they don't think our problems are dumb."
>
> elementary student

Hit and Run Exercise

15 minutes

OBJECTIVE: *To demonstrate to students that listening accurately is not as easy as it seems. There are factors that may interfere.*

I. Choose three volunteers to be reporters of an event. Ask them to leave the room.

II. Distribute copies of "Hit and Run". Read through it for the class.

III. Explain that you will call the reporters back one by one.When the first reporter comes back to the room you will read the description again and then ask the first reporter to repeat all s/he can remember to the second reporter. The second reporter will then repeat all s/he can remember to the third reporter. The third reporter repeats what s/he remember to the group.

IV. As the students listen to the first reporter, they should *underline* everything that person remembers on the worksheet. When they listen to the second reporter, they should *circle* the facts recalled. The third time they hear the report, they should put *parentheses*( ) around the facts the reporter recalls.

V. Be sure to give the reporters positive feedback as these details are difficult to remember. Have the group applaud.

VI. Discuss with the entire group but direct some questions to the reporters.

- How did the report change?
- Did important points get left out?
- What made this so difficult? (Details, length, etc.)
- What would have helped in remembering?

"Hit and Run"

I have to go to the hospital with the emergency crew, so please listen to what I want you to tell the police. Just about 20 minutes ago a white Dodge pickup truck came around the corner of Spruce Street. The driver was a man with white hair, and he was smoking a cigarette. A blue Ford with a dented rear door was going north on Main Street. The driver was a woman wearing sunglasses, and there were two children in car seats in the back of the car. A boy on a green 10-speed bicycle was driving beside the Ford at first, but then he gave a hand signal and cut in front of the Ford. The Dodge pickup truck hit both the Ford car and the boy on the bicycle. We are taking one of the children and the boy to the hospital.

DIRECTIONS

The first time a reporter tells the story, *underline* the facts recalled.

The second time a reporter tells the story, *circle* the facts recalled.

The third time a reporter tells the story, put a *parentheses* ( ) around the facts recalled.

Review Mediation Process

10 minutes

OBJECTIVE: *To review mediation process presented at the last session, in preparation for first role play. Remind students of mediation process and have them get their copy from their folders to follow as you review.*

- What are the four steps in the mediation process?
- How and why do you introduce yourselves and say you're a peer mediator?
- List the 4 rules?
- Who should talk first?
- What do you do after the first person speaks?
- What do you do after the second person speaks?
- Who gives the solutions for the problem?
- What do you do when you think they have the final solution?
- After they agree to the final solution, what are the final steps to the mediation process?

How to Role Play
10 minutes

OBJECTIVE: To help students know what is expected from them and feel more comfortable in role playing.

(Many students have never role played and need direction about what is expected of them.)

I. Using the "Skateboard" Role Play, show the four slips of paper that will be handed out. Two will be given to the mediators and one will be given to each disputant.

II. Explain to the disputants: "You will each be given a sheet which tells you what is happening in this situation. You should read it, and then think of how you would feel if this happened to you. Pretend you're an actor on TV and you are playing a part. If your character has done something bad, that does not make you bad."

III. The mediator's slips give a very brief description of what happened.

IV. Read with each of the disputants the slip with the role and talk about the feelings of the character.

Role Play of Mediation Process
20 minutes

OBJECTIVE: *To practice the mediation process.*

I. Divide the class into groups of four.

II. Explain that two will be mediators in the first role play. Then they will switch roles and the mediators will become disputants in the second role play.

III. Give each group two role plays. Separate the groups as far as possible.

IV. Have an adult work with each group. The adults should assist but not control.

Discuss Role Play
10 minutes

OBJECTIVE: *To clarify problems that may have arisen in the role play and to reinforce positive outcomes.*

- What went well?
- What were problems?
- What was it like to be a disputant?
- What was it like to be a mediator?
- What was the best part?

M & M Game
15 minutes

OBJECTIVES: *1. To demonstrate that cooperation can gain more than competition in some cases. 2. To demonstrate that mediation represents a win/win situation versus a win/lose.*

MATERIALS NEEDED:
A bag of M & M's, raisins, grapes, or other easy to distribute snack. Also a table with chairs on either side.

DIRECTIONS:

- Have the students pair off, being sure that size is comparable.
- Say to them: "Sit across the table from your partner. Place your right elbow on the table and join your right hands." They will immediately say "arm wrestling." Do not agree that this is arm wrestling, just repeat instructions.
- Say: "Every time your partner's hand touches the table, you get an M&M." Repeat if necessary.
- Give them 30-60 seconds to try this. There should be several examples of someone dominating the other. Stop the action, go to the pairs where there is a distinctive winner and loser. "Who is the winner here? Who is the loser? Do we like being the winner? Do we like being the loser?
- Be very clear in the next question: "What can you do so you can both be winners? Is there some way you can both come out as winners?" Do not use the word "cooperation," see if they can discover it for themselves.
- Begin the exercise again. If one pair begins to flop their hands back and forth, cooperating, reward them quickly and wait to see the idea catching in other pairs along the table. In difficult cases, you may need to stop and be more explicit with the explanation. Keep the exercise going until each person has a good pile of M&M's.
- Close by asking: "Was there a winner and loser this time? How were you both winners?" (Try to pull out that the key was cooperation) "Did it feel better to both be winners?" "This is the way mediation works. In mediation there is not a winner or loser. We help both people to feel like winners."

Wrap Up
5 minutes

OBJECTIVE: *To recall and reinforce for the class the facts learned together. Go over information discussed and outline the next meeting. Remind them of the place and time.*

"Conflict is not a contest."

source unknown

Day Three

Warm up	10 min
Review	5 min
Good and Poor Listening	10 min
Listening In Pairs	10 min
Non-Verbal Communication: *Show Your Emotions"* Cards	15 min
Active Listening: *Paraphrasing Exercise*	25 min
Break	10 min
Role Play Mediation Process	25 min
Discussion of Role Play	10 min
"*Straws*" (Group Building Exercise)	20 min
Present Straw Structures	10 min
Wrap up	

Day Three

Warm Up

10 minutes

OBJECTIVES: *To demonstrate how we use non-verbal communication and are unaware of it. To build group interaction and cooperation.*

MATERIALS NEEDED:
Before class, prepare tags (1/2 index card works well). On the tags, write the names of items that can be placed in a group. Have four items in a group: Examples-*Trees:* Maple, Oak, Pine, Elm; *Cars*: Ford, Dodge, Chevrolet, Honda. Put a loop of masking tape on the back of each tag. Plan enough groups to include all the students in the class.

DIRECTIONS:

- Rule #1 "There is to be *no* talking to each other."
- After everyone is seated, place a tag on the back of each student, with the instructions not to look at it.
- Explain to the class that you have put a tag on the back of each person that is *one item* in a *group of four.*
- Directions: find the other members of your group *without speaking to each other.*
- Have the class gather in an open area of the room and let them begin searching for the other members of their group. It is interesting to watch the "lost" looks turn to one of recognition as they group themselves.
- When all groups are formed, ask them to tell what each person is and what the group is. How did you accomplish this? Was it difficult?
- Use these groups for the rest of the day's small group activities. (This is a nice way to group so that the class does not argue with who they are with.)

Review
5 minutes

OBJECTIVE: *To refresh students memory of the activities of the previous training.*

Review information covered on the previous day. Discuss role play and its importance.

Good and Poor Listening
10 minutes

OBJECTIVE: To demonstrate good and poor listening traits and their effects on others.

I. Choose another adult to tell you a story. It can be a story of something that happened recently or something they are interested in.

As they tell you the story the first time demonstrate poor listening characteristics, such as:

- interrupting
- looking at your watch
- telling something about yourself that changes the direction
- going "one better"
- yawning, acting bored
- poor posture

II. Ask the class to identify the poor listening traits they saw.

III. Ask your helper to tell the story again, or continue the story. Demonstrate good listening characteristics, such as:

- keeping eye contact
- paraphrasing short statements
- asking pertinent questions
- body language that shows interest
- nodding

IV. Ask the class to identify the good listening traits? List some good listening characteristics on the board or on news print.

Listing in Pairs

10 minutes

OBJECTIVE: *To experience good listening techniques.*

- Have the students turn to the student beside them to make a pair.
- The purpose of this listening exercise is to experience what it is like to be listened to without the listener speaking a word.
- Each pair should decide who will be speaker #1 and who will listen first.
- When this is decided, explain: The first speaker will tell about something that is of interest to them. Some topics could be: What did you do over the week end? What was your favorite vacation? If you could change anything about your school, what would it be?
- The first listener should be attentive, without saying a word. Good listening should be expressed by body language, eye contact, nodding, smiling etc. Do not tell the students what to do to show good listening but encourage them to recall what they just saw.
- Speaker #1 begins speaking. Let them speak for 2 minutes.

When they have finished, ask the speakers:

-What was it like to speak for 2 minutes, uninterrupted?

-Did it seem to be a long time?

-Did you feel listened to?

-What let you know you partner was listening?

Ask the Listeners:

-What was it like to listen for 2 minutes and not be able to speak?

-Why was it difficult?

-What were you thinking about?

-Were you planning what you were going to say next?

- Reverse roles and let the listener speak this time. Time for 2 minutes.
- Process using the same questions as the first time.

Non-Verbal Communication
15 minutes

OBJECTIVE: *To help the students develop an understanding of non-verbal communication and its importance.*

People communicate without saying a word.This is evident in a person who is gritting their teeth, clenching their fists and standing rigidly, while saying "I'm fine! I'm not the least bit angry!

Various bahaviors communicate non verbally.

- *Posture.* What does a person mean if they are lounging against the wall as they speak? If they are standing hunched over biting their fingernails? Posture is one indicator of the emotions we feel inside such as boredom, comfort, nervousness fear, etc. Demonstrate.
- *Eye Contact.* What is more irritating than to speak to someone who is looking over your head? Eye contact tells a person you're focused on them, they have your attention.
- *Tone of voice.* Tone of voice tells as much as the words that are said. If "I love you," is said through gritted teeth, do we believe the speaker? (Give several examples.)
- *Facial expressions.* Demonstrate several facial expressions making a statement meaning the opposite.
- *Gestures.* Gestures also clue us to what a person is feeling. An open hand is less threatening than a clenched fist. Rapid hand and arm movements can mean nervousness, excitement, happiness.

"Show Your Emotion" Cards

Call for volunteers to come up before the class to demonstrate emotions listed on cards. The class is to observe the action and guess what emotion the person is acting out. The cards can simply list an emotion or can give a scenario with the emotions listed with it.

Examples:

- You are at home alone watching a scary movie. fear, nervousness
- Your pet dies. Sorrow, sadness, unhappyness.
- It's a sunrise birthday party for you! Surprise, happiness, gladness.

Active Listening
25 minutes

OBJECTIVES: *To assist students in understanding the importance of active listening and gaining the skills.*

Active listening means listening in a positive way which lets the listener feel your involvement.

I. Try to understand what the other person is saying and how s/he feels about it. Put yourself in her place.

Example: How would you feel if *your* money had been stolen.

II. Do not interrupt when another person is speaking. Don't offer advice or give suggestions about how to solve his problem. *Do not* take over the conversation with a discussion of how you handled a similar situation.

III. Be fair, don't take sides. It's important to see all points of view.

IV. Briefly restate the important facts and feelings of what the person has said.

Example: "So you're excited about going out west for the summer?"

V. Ask relevant questions to clarify facts and feelings.

Example: "What happened when you took the book back to Jason?" "How are you feeling about the mistake Joe made?"

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Paraphrasing Exercise

DIRECTIONS: Give each student a copy of the following paragraphs. Explain that Person 1 reads a paragraph and pauses. Person 2 restates what Person 1 said at each pause. Roles are then reversed.

Elementary: restate. **Middle and High:** reflect facts *and* feelings.

PERSON 1: Something awful happened to me yesterday in school. I'll admit I wrote Sara some notes, but I never thought she would show them to anyone.

PERSON 2: *Example of a response*: It was terrible for you when you found out Sara shared the notes with others.

PERSON 1: Well, I guess she showed them to others. At least Beth was making a joke out of something I had said to Sara. She was laughing at me in math class.

PERSON 2: (paraphrase)

PERSON 1: I know Beth and Sara are good friends, so I'm not really surprised that she showed her the notes. But still, I wrote it just for Sara. Now I feel upset at Sara too.

PERSON 2: (paraphrase)

PERSON 1: Yeah, nothing is going right today. To top it off I learned my project is due Friday and I haven't even started it yet. My Dad will be upset with me if I ask him to help.

PERSON 2: (paraphrase)

Switch roles.

PERSON 2: I don't know what is wrong with Ms. Blake, but she is getting under my skin. She really has it in for me.

PERSON 1: (paraphrase)

PERSON 2: I know she doesn't like me and picks on me constantly. I guess she needs someone to take out all her frustrations on. But she ignores all the others who are whispering even louder than I am.

PERSON 1: (paraphrase)

PERSON 2: What really upsets me is when she calls out my name in front of the whole class. She looks at me, points her finger and says, "Ashley, keep quiet or you can leave."

PERSON 1: (paraphrase)

PERSON 2: I'd do anything if I could get out of her class. And the bad thing is that math used to be my best subject.

PERSON 1: (paraphrase)

Return to group and discuss paraphrasing practice. How does it make you feel? Why is it helpful?

Role Play Mediation Process
25 minutes

OBJECTIVE: *To practice the mediation process.*

Use the same procedure as in Day 2. Choose two different role plays and distribute them to the groups of four.

Discussion of Role Play
10 minutes

Process in a similar manner as explained on day 2 of this training.

Straws
20 minutes

OBJECTIVE: To build group feeling. To allow faculty coordinator to observe students working together.

- Divide the class into groups of four.
- Explain to the class that they will be receiving a pack of fifty straws and a roll of masking tape. Their only directions are that they are to build a free standing structure using all the straws and as much tape as they need. (Free standing means that it can not lean against something or be taped to the floor.)
- They will have 20 minutes to work. Separate groups as much as possible. Tell the groups to name their structure. It does not have to be a real object, it can be nonsensical.
- Adults: Do not give advice or help with the building!

As the students work, observe:

- Who takes the leadership role?
- Does anyone withdraw?
- Who works well together?
- Does anyone get too bossy and take total control?

These observations can be helpful with grouping of mediators into pairs. However, be aware that this should be used along with other observation and knowledge of the children.

Present Straw Structures/Wrap up

10 minutes

OBJECTIVES: *To give the students the opportunity to share their work. To draw the day together.*

I. Have each group present their structure to the class and tell what it is and the name of it.

II. Discuss as a class how the groups worked together. Did they feel comfortable in the groups? Each job a person did was important, tape tearers are as vital as the planner, or builder.

III. Review the listening skills covered today, and how they felt as they did the different exercises.

IV. Remind them of the next meeting time and place.

"When nothing is sure, everything is possible."

Margaret Drabble

Day Four

Warm up	10 min
Review	5 min
Feelings vs. Thoughts	20 min
"I"-Messages: *"I"-Message Worksheet*	30 min
"Know Your Apple"	10 min
Break	10 min
Point of View	10 min
Difficult Situations	20 min
Role Play Mediation Process	25 min
Discussion of Role Play and Wrap up	10 min

Day Four
Warm Up

10 minutes

OBJECTIVE: *To review the mediation process with the students.*

MATERIALS NEEDED: A 3 x 5 note card for each student.

On each card write a step of the mediation process. Mix the cards and give one to each student.

Have the students gather in an area where they can move around.

DIRECTIONS: Read your card silently, and then align yourselves so that your cards are in the correct order of the Mediation Process.

When you think you are lined up correctly, take turns reading aloud what is on your card, beginning with #1.

(Make corrections, if needed, as they are reading.)

Review
5 minutes

Ask students if they have any questions about the mediation process.

Feelings vs. Thoughts
5 minutes

OBJECTIVES: *1. To understand the difference between a thought and a feeling. 2. To demonstrate that feelings are very important in a conflict situation.*

I. On the blackboard or on newsprint, have the students brainstorm a list of as many feelings as possible. Go for at least 20.

II. We all have feelings. People may feel differently in the same situation but each person is OK with their own feeling. We need to accept people's feelings for what they are.

III. Sometimes we are not sure what *our* feelings are. We feel left out by Julie, but say we're angry with her. Often we deny we're angry at all when we're very upset.

IV. Feelings need to be expressed as feelings. Often when asked, someone responds with a thought instead of a feeling. A thought tells what the person would like to do in this situation, not how s/he feels.

Example: "How did you feel when Leslie tore your homework paper?" "I felt like kicking her in the leg!"

V. Statements that include "like" or "that" are usually thoughts. A feeling usually states the feeling alone.

VI. Read the following statements and ask the students to identify: which state thoughts or which state feelings. If they state thoughts, ask what feelings could be causing these thoughts.

- I feel like punching him in the nose.
- I feel happy about the party.
- I feel unlucky.
- I feel that you don't want me around.
- I feel disgusted.
- I feel like running away.
- I'm frustrated.

VI. Feelings are very important in conflict. Often people are upset with the other person and don't consider what the feelings of that person might be. When the disputants hear the hurt or bad feelings, it often changes the way they see the conflict. They did not mean to do harm.

VII. In active listening we learned that facts are important to hear but feelings are also vital. We need to listen for the feelings they express out loud but also read their body language. (expression, posture, tone of voice, etc.)

VIII. Read the following scenario. Ask the students to imagine the feelings of the people involved.

Lynn is very upset with Jimmy because he picks on her on the playground. When Lynn walks by Jimmy's desk, she tips the books that are sitting there and knocks them on the floor. Jimmy gets very angry with Lynn and starts yelling at her.

IX. Discuss:

- How did Lynn feel on the playground?
- How did Jimmy feel on the playground?
- How did Lynn feel when she walked past the desk?
- How did she feel as she knocked the books off?
- How did Jimmy feel when he saw her knock off his books?
- How do you think Jimmy will feel when he hears why Lynn knocked the books?

X. Sometimes after the people hear each others feelings they can be more understanding and ready to settle the problem that brought them there.

I-Messages
30 minutes

OBJECTIVE: *To assist students in speaking to others when they are angry or want to express a need.*

Prepare a chart for class with the I-Message formula.

I feel...	(state the feeling)
When you...	(state the reason)
Because....	(state the consequence)

I. Explain to students that I-Messages can be used when we are angry with someone and want to let them know in a non-threatening manner.

II. Choose a student from the group and explain that you need someone who does not mind being yelled at. Do the following demonstration, ad-libbing as much as possible. The student is your son or daughter who has not kept their part of the bargain to keep their room clean. Emphasize the word "you" as you say it.

Susan/Sam, you really did it today! You left your room a mess and you said you would keep it clean if I remodeled it. I took some of my friends to see it since it's finished and the mess was unbelievable. You have let me down. You were not responsible. What do you have to say for yourself?

Discuss: What word did you keep hearing. (You)

- How do you think Susan/Sam felt?
- Was this a good way to talk to someone and get them to see your point of view?
- Did you see and hear non verbal language? What?
- Do you think Susan/Sam feels like rushing to clean their room.

III. Do another demonstration, using I-messages this time.

Susan/Sam, I would like to talk with you. I felt very upset today because your room was not cleaned. I felt disappointed because you promised to keep it clean if I remodeled it. I was embarrassed when I took some friends to see it because it was so messy. Is there something we can do to make things better?

Discuss:

- What word did you hear more this time? "I"
- Was this less threatening this time? Why?
- Do you feel Susan/Sam felt more like cleaning their room this time or last time? Why?

IV. A you-message is more threatening. We place the blame on the person and don't give them a chance to defend themselves. Tone of voice and body language enter into you-messages, making them more accusing. Those hearing the you-message are less likely to do what is asked of them.

V. When giving I-messages it is difficult to yell. It seems to change the tone of voice and attitude. It's less threatening and people will tend to hear what we're saying rather than just the fact that we're angry.

VI. Discuss the formula for making an I-message. Show the chart and explain parts. After using I-messages it becomes more comfortable and less formal. The order can be changed and words added or left out.

VII. Make up I-messages for the following scenarios.

You're trying to talk to your mother about something very important to you and she is not listening to you. Give her an I-message.

Your good friend told several classmates something you had told her in confidence. Give her an I-message.

VIII. Break class into small groups of four to work on the I-message worksheet. Let them work cooperatively and then come back together to discuss.

I-Message Worksheet

Design an I-message for each of the following situations:

1. You loaned your friend a t-shirt and when she returned it there is a stain on the front. Give your friend an I-message.

   I feel____

   when you______________________________________

   because______________________________________

2. You're doing a mediation and the other mediator takes over and won't give you a chance to do your share of the responsibility.

   I feel____

   when you______________________________________

   because______________________________________

3. Your best friend keeps calling your boy friend to chat. You don't like this because you feel its more than that.

   Give her an I-message.

   I feel____

   when you______________________________________

   because______________________________________

4. During a mediation the disputants tell two totally different stories. You don't want to accuse them of lying. Give them an I-message.

   I feel____

   when you______________________________________

   because______________________________________

Know Your Apple

10 minutes

OBJECTIVE: *To demonstrate the differences in people and their problems.*

Bring an apple for each student in the class.

- Let each student choose an apple from the bag. Give the directions that they are not to take a bite or make a mark on their apple.
- Ask the students to each look at their apple and see what makes it unusual and different from other apples.
- Have the students place their apple on a table in the center of the room. Ask them to turn their backs. While they are in that position, mix up the apples.
- Ask the students to turn around. Have groups of eight come to the table and try to find their apple. They are still not to eat it. Ask them how they knew that it was their apple.
- *Say to the students:* "Apples look alike when we see them in a group. But when we look at them closely we find that they are each different and we can see what makes each different. People and their problems are the same. We may think that this problem is just like one we had or one we saw last week in mediation. This is not so. Each problem is different, the people are different and they have different needs. Think of that as you eat your apples and remember your apples when you see problems you think are alike."

Enjoy apples for break!

Point of View

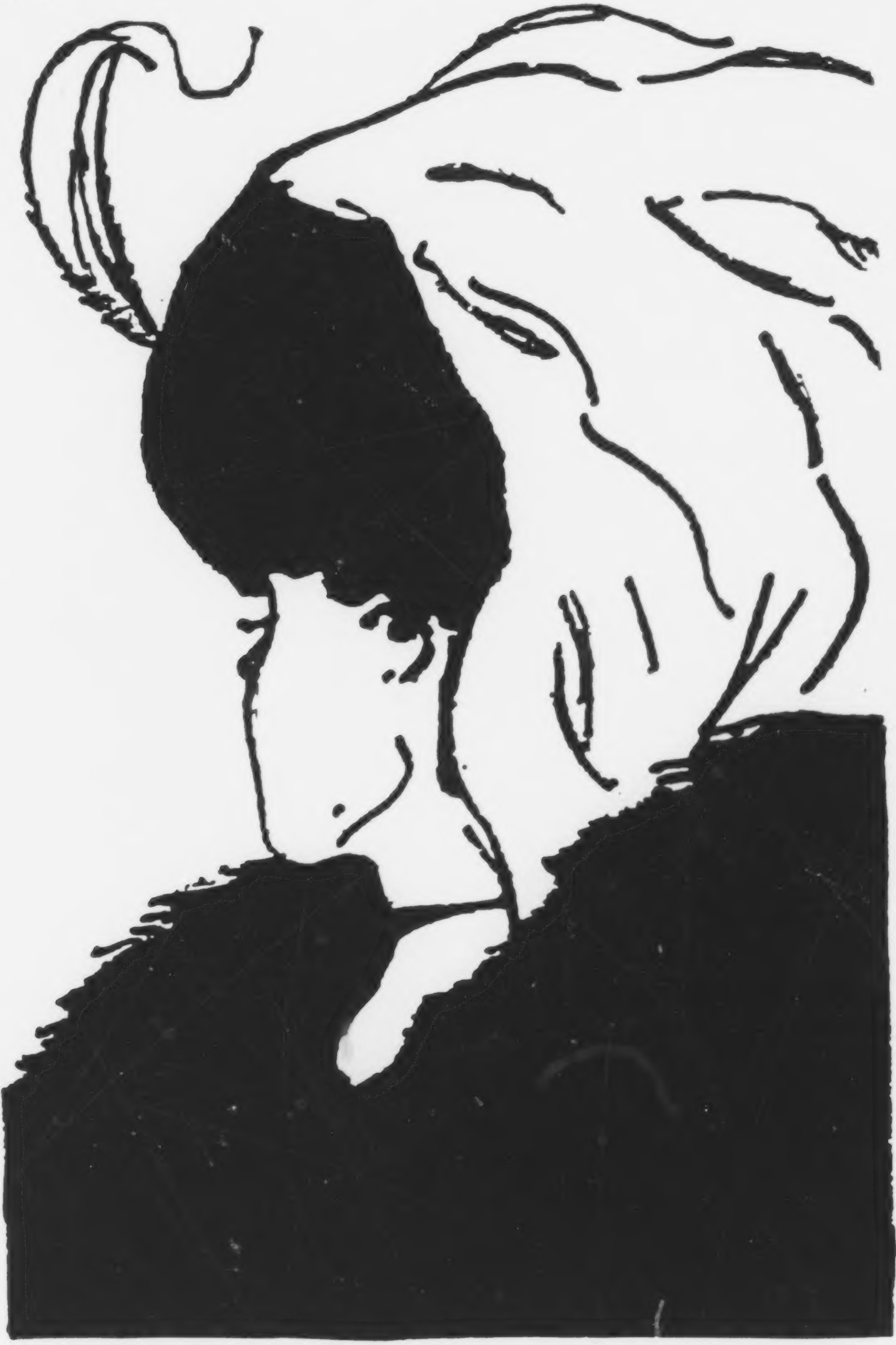
10 minutes

OBJECTIVE: *To illustrate that we can see the same thing in different ways.*

I. Give each student a picture of the young woman/old woman.

II. Ask them what they see. Discuss what they see and help others see both if they can only see one.

III. Explain that problems are often like this picture, there are two sides or points of view. Each disputant has their side of the story. Sometimes they do not even sound like the same story, yet both may be telling the truth as they see it. Think of two people at the scene of an accident, often they will report it in two very different ways, yet they saw the same thing. When hearing two disputants whose stories are different, don't automatically decide one is not telling the truth.



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Difficult Situations

20 minutes

OBJECTIVE: *To prepare students for difficult situations that may arise in mediation.*

Four trainers demonstrate a role play where the disputants give opposite stories. Use the techniques taught in this lesson to demonstrate how to work in this situation.

I. Two Different Stories. When mediators hear two different stories, it is important to remember that they may both be telling the truth as they experienced it. There are several techniques to try to help understand what they are saying.

   A. Give them an I-message. Using non-inflammatory words, tell them that you're hearing two different stories. "I feel confused when I hear two different stories because I don't know what is correct."

   B. Ask them to repeat the story. If someone is not telling the truth it is often difficult to repeat it accurately. (One caution, just because someone adds something or leaves something out the second time does not mean that they were lying the first time.)

In hearing two different stories we need to understand that sometimes we can not get past the differences. At that point the mediators must try to find points the disputants can agree on or ask for a solution which will keep the problem from happening again.

II. Name calling, put downs, or interrupting. In dealing with disputants who will not cooperate in these areas there are steps which can be followed. Demonstrate the steps.

   A. Hold up a hand to indicate stop or put finger to lips and quietly say shhh. This is not disruptive but will get the point across to most students.

   C. Remind them of the rule they're breaking. "Remember, you agreed not to interrupt. You'll have your chance to talk." You can also suggest they write down what is on their mind so they won't forget. It also gives them something to occupy their mind.

   D. Give them an I-message. "I feel disappointed when you call names because you agreed to the rules."

   E. Warn them that if they can not cooperate, you will have to end the mediation.

   F. End the mediation. Write on the report from what happened.

III. Assertiveness for mediators. Positive body language is vital to mediators. This means good posture, eye contact, a voice loud enough to hear and one that is assured. People in conflict do not want to work with someone who seems unsure and nervous. Work on the posture and assurance.

IV. Working with younger children. Elementary mediators need to remember that there is a big difference between them and a kindergarten or primary student. In working with these students they need to be especially sensitive.

- Kneel down to talk with students. Mediators will seem so tall!
- Explain who they are and what they're going to do.
- Don't use the more technical words. Speak simply.
- Don't boss or use a harsh voice.

Younger students will quickly become adjusted to peer mediation.

Role Play Mediation Process

25 minutes

OBJECTIVE: *To practice mediation process with in difficult situations.*

In today's role play, choose one which illustrates disputants with two different stories. The second can be of any nature. Instruct disputants tointerrupt and be disruptive, but not out of control. Ask them to settle down and work after the mediators have warned them several times.

Discussion of Role Play and Wrap up

10 minutes

Discuss what it was like to work with disputants who were telling two different stories. What were some of the techniques they used to get to the solution? How did they keep control? What were some problems they encountered?

Day Five

Warm up	10 min
Review	5 min
"What's the Problem Here?"	15 min
Brainstorming	20 min
Machine Game	20 min
Break	10 min
What Makes A Good Solution?	15 min
Peer Mediator Report Form	15 min
Role Play Mediation Process	30 min
Discussion of Role Play and Wrap up	10 min

Day Five

Warm Up

10 minutes

Use an activity which will stimulate the group to work together and start their thinking.

Review

5 minutes

- Review feelings vs. thoughts. What makes them different?
- What is the I-message formula? When do you use it?
- What do you do when the disputants are telling two different stories?
- What are the 5 steps to take before a mediation is ended because of interrupting or name calling?

What's the Problem Here?

10 minutes

OBJECTIVE: *To be able to identify the problem in a conflict.*

Read the following scenario:

John and Tim are classmates. John lent his skateboard to Tim. Tim took the skateboard to school to show his friends. This was against the school rules so when Tim showed some friends the skateboard at lunch, the principal took it from him and said he could not have it back until the end of school. John is very angry with Tim.

I. Ask the students:

- What was the problem for John?
- How was John feeling?
- What was the problem for Tim?
- What was Tim feeling?

II. What are some questions that you could ask to help them see the different parts of the problem? Knowing what the problem is for the disputants is helpful in looking for a solution.

Brainstorming

20 minutes

OBJECTIVE: *To gain the skill of assisting disputants in finding a solution that will solve the problem.*

I. Looking back at former conflict, discuss again the problem for each person.

II. Explain to the class that sometimes disputants will come to a stalemate where neither will be able to agree to the other's solution or they will not have solutions to offer. In that case, the mediators can offer brainstorming.

III. Explain that brainstorming is a process where the parties are allowed time to give any possible ideas for solutions.

The rules of Brainstorming are:

- There is a two minute time limit.
- Write down each solution offered.
- Do not evaluate the solutions as they're offered but wait until the end of the time limit.
- The disputants and the mediators take turns giving solutions. (This is the *only* time mediators are allowed to offer solutions during mediation.)
- After the time ends the mediators read the suggested solutions one by one and let the disputants decide if they can agree with one or more. Ask what will happen if they choose that solution. Ask if the solution will solve the problem?
- Frequently, more than one solution can be used. They may combine several. Be sure there is a solution for each part of the problem.

IV. Looking back at the problem of John and Tim, brainstorm with the group for approximately five minutes. Explain that the longer time frame is because the group is larger. Write all the possible solutions on the board or a sheet of newsprint. When the time is up, evaluate each solution, deciding what is possible and what will not work.

V. Put together the final solution, which will probably be a combination of several.

Machine Game

20 minutes

OBJECTIVE: *To encourage group building through cooperation in planning and demonstrating.*

Divide the class into groups of four. Explain that they will work together for this exercise. They are to think of a machine which they can act out with their bodies. Examples: a popcorn popper, a typewriter, an airplane, a soda machine.

I. After they have gone into their groups give them about 10-15 minutes to plan their machine. Adults can be of some help but try not to give them the ideas.

II. When they are finished call the group back together and take turns letting the small groups perform their machines and let the rest of the class guess what they are.

What Makes a Good Solution

15 minutes

OBJECTIVES: *To learn to recognize what makes a good solution. To be able to assist the disputants in forming a good solution.*

Forming a good solution is part of the responsibility of the mediators, even though they do not control the final solution. There are questions they can ask themselves and the disputants to be sure the solution contains all it needs to and is something both can be comfortable with.

I. The four W's to a solution are the first step.

WHO	Who will
WHAT	Do what...
WHEN	When will they do it
WHERE	Where will they do it.

II. Can the disputants do what they say they will? Is it possible?

Example: The disputants agree to change classes. Ask: "Is it really possible to change classes?"

III. Will the solution solve the problem for good?

Use the solutions from the brainstorming exercise and go down the checklist to help decide if they will work.

Peer Mediator Report Form

15 minutes

OBJECTIVE: *To understand how to fill in the report form and the importance of doing it.*

On a sheet of newsprint, make a sample of the report form with the spaces not filled in. Go through the report form, filling in the spaces with the class about an imaginary conflict.

Give each student a copy of the mediation report form. Stress the importance of these forms being filled out each time they are called for a case so that you will have a record of it. Even if the case is not finished or does not get a solution the initial information should be given and a reason for the mediation ending.

1. Explain that the report should be kept brief, but if they need more room or need a worksheet for brainstorming to use the back.
2. If your school agrees, have each disputant sign their part of the agreement. This makes it a simple contract.
3. Remind the mediators to be sure to fill in their opinion of the agreement working. Also if they have any comments about what happened during the mediation.

> ***Encourage the mediators to talk with the faculty coordinator if they are upset about a mediation or feel that any problems were uncovered. Also reassure them if the disputants cannot come to an agreement and they have tried all their skills that it is not their fault and not to take the blame.*

Role Play Mediation Process

30 minutes

OBJECTIVE: *To practice the mediation process using the brainstorming technique and filling in the mediation report form.*

Divide into groups, give role plays directing that each set of mediators will brainstorm and fill in the mediation report form.

Discussion of Role Play and Wrap Up

10 minutes

Discuss what was difficult about role playing and brainstorming.

Ask if there were any problems filling in the report form.

Tell the class that the next meeting will be the last. There will be a short test about the training and also a party! Following the training, the mediators will go on duty.

Day Six

Warm up	10 min
Review	5 min
Working Together	10 min
"Laundering" Language	10 min
Role Play Mediation Process	25 min
Small Group Performances	20 min
Discussion of Role Play	5 min
Break	10 min
Test on Training	10 min
Training Evaluation by Students	10 min
Refreshments	
Final Wrap up	15 min

Day Six
Warm Up

10 minutes

Do an activity that will stimulate the class thinking and help build group feeling.

Review
5 minutes

- Go over the process very quickly.
- Discuss steps in brainstorming.
- Review what make a good solution.

Working Together
10 minutes

OBJECTIVE: *To assist students in understanding the advantages of working as a team.*

I. Point out that this group has learned to know each other well during this training. That helps you know how to work together. The students will be placed in pairs to mediate. (There will be lots of questions as to whom their partners will be.)

II. Ask the group: "What will be some of the advantages of working as partners?"

- More fun to work with someone else.
- If you forget, there is someone to back you up.
- Two mediators balance two disputants.
- If the people are angry, there are two of you to help calm.
- You can learn from your partner.
- Get to know your partner better

III. What could be some problems in working with a partner?

- May not like your partner?
- May be working with someone who will not share work.
- May be working with someone who doesn't follow process.

IV. Discuss what to do if you do find your partner difficult to work with.

"Laundering" Language
10 minutes

OBJECTIVE: *To discuss neutralizing language in a mediation.*

I. When disputants make accusing remarks in their mediation the mediators should not repeat these back when restating. Example: "I know Jenny stole my notebook and tore it to pieces because she always steals my stuff. "Restate: "So you feel Jenny took your notebook and destroyed it."

II. When disputants use strong, negative feelings to talk about the other disputant, restate in milder terms.

Example: "I hate Jeremy. He makes me sick. He always tattles on me."

Restate: "So you are upset with Jeremy because he tells on you."

III. Ask the class to discuss what other times they may need to use neutral words for feelings or restating.

Role Play Mediation Process
25 minutes

OBJECTIVE: *To practice the mediation process.*

Divide into groups and give each two role plays. Direct them to ask questions as they go since this is the last role play.

Announce to the groups that they will have the opportunity to role play in front of the class if they choose after the practice.

Small Group Performances

20 minutes

OBJECTIVE: *To allow the student to perform the role plays for each other.*

Ask for volunteer groups to demonstrate one of their role plays in front of the group. Encourage them not to be too difficult as disputants and to take the demonstration seriously.

Allow as many groups to demonstrate as time allows

Discussion of Role Play

Check for last minute questions about the process and other aspects of the training.

Test on Training

10 minutes

OBJECTIVE: *To evaluate the student's knowledge of the mediation process and skills.*

Give each student a copy of the test. Allow time to finish.

Training Evaluation by Students

10 minutes

OBJECTIVE: *To let the students evaluate the training.*

Give each student a copy of the evaluation explaining that their opinion is important. What they say will be helpful when the next training is planned.

Peer Mediator Quiz

I. Match the correct word with the definition:

1. ___________ It occurs when people are in disagreement.
2. ___________ It occurs when people are willing to talk through their problem.
3. ___________ A person who helps other people solve their own problems.
4. ___________ Process where as many ideas are given as possible for a solution.
5. ___________ The person who comes to mediation who has the problem.
6. ___________ It occurs when two or more people attack each other either verbally or physically
7. ___________ A way to solve a problem.
8. ___________ It happens when someone is angry but will not admit it.

Brainstorm
Denial
Mediator
Problem solving
Conflict
Solution
Disputant
Confrontation

II. List the Four Rules:

____

____

____

____

III. Put the following steps of mediation in the correct order.

___________ Restate the final solution.

___________ Get agreement to the four rules.

___________ Restate what Person # 1 said.

___________ Decide who will talk first.

___________ Introduce yourself.

___________ Ask Person #1 to tell their story.

___________ Have disputants sign the agreement.

___________ Ask if they want to solve the problem with you.

___________ Congratulate the students for their hard work.

___________ Explain that everything will be kept confidential.

Student Training Evaluation

1. Did you enjoy the training?

   Yes OK No

2. What parts of the training did you like most?

3. What parts of the training did you like least?

4. What would you like to see changed to make the training better?

5. Was the training ______ too long, ______ too short, ______ OK.

6. Please make any comments about the training that you would like us to know. We read these and it is very helpful for future trainings.

Refreshments/Wrap Up

Have the students or the adults bring in food and celebrate for a period of time.

Close with a time for the final questions and explanation of how the program will work at their school.

Middle School Schedule

ACTIVITY	TIME
Introduction/ Opening Remarks	15 min
Warm up	10 min
Overview of Training	5 min
Do's and Don'ts of Peer Mediators • Demonstration of Good/Poor Peer Mediator	15 min
Break	10 min
Conflict and How People Deal With It • Words of Conflict • Conflict Circle • Conflict Resolution Styles • Skits demonstrating Conflict Resolution Styles	50 min
M & M Game	10 min
Break	10 min
Peer Mediation Process/Discussion	20 min
How to Role Play	5 min
Role Play Mediation Process	25 min
Lunch	
Why We Listen	10 min
Good and Poor Listening • Listening in Pairs	15 min
"Hit and Run" Exercise	15 min
Non-verbal Communication • "Show Your Emotions" cards	15 min
Break	5 min
Active Listening	15 min
Paraphrasing Exercise	15 min
Feelings vs. Thoughts	15 min
Machine Game	15 min
Break	5 min
Big Red	20 min
Maligned Wolf	10 min
Role Play Mediation Process • Role Play "Fairy Tale" mediation	25 min
Process Role Play and Wrap up	10 min

Middle School Schedule

Day One

Introduction/Opening Remarks
15 minutes

OBJECTIVE: *To help students understand peer mediation training and their specific responsibilities.*

This is a good time for the Principal or Assistant principal to make comments letting the students know that (1) they, as mediators are an important part of the school and (2) what their role will be in the school environment.

After the opening remarks, have the students and training staff introduce themselves. Ask them to tell:

Name, grade, how many are in their family and what they would do if they had a half hour of free time to do with as they like.

The leader should begin giving name, work place, number in family, and what they would do if they had free time. Remind them to speak in voices that can be heard.

Warm Up
10 minutes

OBJECTIVE: *To build group feeling and to start the day with movement.*

The leader says "We will play a game. If something I say applies to you, stand up at your chair. If it doesn't, remain seated." To demonstrate: make a statement-"If you are wearing tennis shoes today, stand up." Ask all who are standing to sit down. Choose another statement. The leader does this for a several times then picks someone else to make the statements.

Examples: If you're wearing red, stand up. If you like math, stand up. If you play basketball, stand up.

Overview of Training
5 minutes

Refer to page 3

Do's and Don'ts for Peer Mediators
15 minutes

Refer to page 13

Conflict and How People Deal with It

50 minutes

OBJECTIVES: *1. To help students understand that conflict is a daily part of life for all persons. 2. For sudents to understand different styles of dealing with conflict.*

*Before you begin the lesson, choose students to read the One Story/Three Endings skits. Encourage them to do as many actions and emotions as possible.

I. *Words of Conflict* Ask the students, "What words do you think of when you hear the word, conflict?" As they respond, write the words on a blackboard or newsprint. Get as many responses as possible, then ask, "What kind of words do we see here, positive or negative?" Got through the words pointing out the positive and negative. "Conflict does not always have to be bad, it is what we do with conflict that makes it good or bad. Conflict can be seen as an opportunity to grow and learn new skills if settled in an appropriate way, such as mediation."

II. *Define Conflict* Ask students for a definition. Listen to their ideas and then offer this one: "Conflict occurs when people are in disagreement with each other." (*A worksheet with vocabulary words is in appendix.)

III. *Conflict Circle* Say to the group, "I want you to think of how you personally handle conflict. Do you confront it head on or do you avoid it and try to deny that there is a problem. I'm going to represent conflict. I'm going to position myself in the center of the room. I want you to get up and position yourself around the room in the way you deal with conflict. If you confront it head on you would be standing very close to me. If you avoid it you would be standing away from me. If you do both, position yourself somewhere in between." The students should position themselves. Ask different students: Why are you there? How do you think you handle conflict when dealing with others?

Ask the group: Are you happy with the way you handle conflict? How does the way your family handles conflict influence the way you deal with it?

"Think now about how you wish you would deal with conflict. Position yourself in relation to me in that way." Allow time to move. Ask different students: Why are you standing there? Why did you change?

IV. *Conflict Resolution Styles* There are three basic styles we use to settle conflict. They are Confrontation, Denial and Problem Solving. Have the students do the skits of One Story/Three Endings.

Put the following chart on the blackboard or a piece of newsprint:

One Story/ Three Endings	**Who's Angry**	**Who's Happy**	**Who's Listening**	**What will happen next time?**
CONFRONTATION				
DENIAL				
PROBLEM SOLVING				

After the first ending discuss the outcome:

1. What was the type of conflict resolution style shown in this skit? (Denial)

   Define: *Denial* happens when someone is angry but will not admit they are angry. Instead of talking about it they keep it inside. What will happen if it is kept inside.

   Filling in the chart, ask:

   - Who was angry at the end of the skit? How do we know?
   - Who was happy? Who is doing what they wanted to do?
   - Who is listening, trying to help?
   - What will happen next time these people get together?

2. Ask the students to perform the second skit. What was the conflict resolution style demonstrated in this skit? (Confrontation)

   Define: *Confrontation* occurs when two or more people are angry and attack each other either verbally or physically. Neither party is willing to listen to the other.

   Fill in the chart for confrontation asking the same questions.

3. Have the students perform the third skit. What was the conflict resolution style demonstrated in this skit? (Problem Solving)

   Define: *Problem Solving* occurs when the people involved in a conflict are willing to talk through their problem without attacking each other verbally or physically. They are willing to look for the solution which works best for all.

IV. *Skits demonstrating conflict resolution styles.*

Divide students into groups of 3-4. Give each group a card on which one of the conflict resolution styles has been listed. The students should not tell other groups what is on their card. Tell the students to make up a skit demonstrating the style listed on their card. Give them 5 minutes to practice, then call the group back together and let each group demonstrate their skit for the class. Ask the class to guess the conflict resolution style.

*If time allows discuss a good solution (problem solving) for the skits which showed confrontation and denial.

> "Adults get busy and rushed when they hear disputes. Students take more time with each other."
>
> middle school student

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One Story/Three Endings
Middle or High School

Jennie has an older sister Anna. Matt has dated Anna.

First Ending:

Matt: Jennie, its about time you and I get a few things straight. I'm very tired of hearing from others the things you are spreading about Anna and me.

Jennie: I have no idea what you mean, Matt. You can just go and spout off to someone else, you creep.

Matt: Don't act so innocent to me. My friends have told me exactly what you have said about me. You're mad at me so you're trying to make it look like all my fault that Anna and I broke up.

Jennie: (Walking away acting very angry) I'm not angry with you Matt. I don't know what you're talking about.

Second Ending:

Matt: Jennie, its about time you and I get a few things straight. It's disgusting to hear the rumors you are spreading around about me. How can you be so nasty?

Jennie: Matt, I have no idea what you are talking about. Why don't you calm down and explain.

Matt: Calm down, heh? Well it's easy for you to say that. With your dirty mind and big mouth, you've really made life miserable for me lately.

Jennie: *(getting angry)* That's a joke! You are the one with a dirty mind. I can't believe my sister ever went out with you. It's good she had the sense to break up when she did. I believe I will tell people how you did treat Anna. Yes, I'll tell your friends the true story. *(starts pushing at Matt)*

Matt: *(pushing back, yells)* If you spread any more dirt about me, your name will be mud. I promise you that! You better keep your big fat mouth shut.

Third Ending:

Matt: Jennie, I believe there are a few things we need to talk about. I believe you have been saying some nasty things about me.

Jennie: What are you talking about, Matt? Why are you so upset?

Matt: Well my buddy Zach told me what you said to him about Anna and me. How could you say such things, especially about your own sister!

Jennie: I need to hear more, Matt. I really don't know what you are talking about. I never even talked to Zach.

Matt: Well, Zach told me that you said I have a nasty mind and I didn't treat your sister right. But it isn't true, I still think Anna is a great person.

Jennie: Well, I'll admit I told my friends that you were a heart breaker after you broke up with Anna. She was so upset and said she'll never get over you. But I haven't talked to Zach and I didn't say you had a nasty mind.

Matt: Ok. Well I don't know where Zach got his story. But I'll ask him next period.

Jennie: Ok. But I think you had better talk to Anna, too.

Matt: Well, I guess I haven't been too friendly toward her. So I will talk to her after school.

Jennie: Sounds good.

M & M Game
10 minutes

Refer to page 24

Peer Mediation Process/Discussion
20 minutes

Refer to page 14 - 15

How to Role Play
5 minutes

Refer to page 23

Role Play Mediation Process
25 minutes

Refer to page 23

Why We Listen
10 minutes

Refer to page 19

Good and Poor Listening
15 minutes

Refer to page 27 - 28

"Hit and Run" Exercise
15 minutes

Refer to page 20 - 21

Non Verbal Communication

15 minutes

Refer to page 29

*Evaluate your middle school group before using the "Show Your Emotion" cards. Some groups are very self conscious and feel awkward doing this exercise. Other middle school groups love it.

Active Listening

15 minutes

Refer to page 30

Paraphrasing Exercise

15 minutes

Refer to page 31

Feelings vs. Thoughts

15 minutes

Refer to page 36 - 37

Machine Game

15 minutes

Refer to page 48

Big Red
20 minutes

OBJECTIVE: *To aid the students in recognizing facts and feelings within the information given.*

I. Distribute copies of the worksheet to each student.

II. Tell the students that as you read the following story they are to listen to each paragraph and then write in one fact and the feeling of the main character for the paragraph.

III. Pause after each paragraph and let the students share their answers.

IV. Ask question such as:

- What did you look for when you were thinking of facts?
- What did you look for when you were thinking of feelings?
- Why do some of us have different answers? (Because we see or hear things differently.)

Big Red

Paragraph I.

Hi, I'm Big Red. I live on the edge of a big forest with my mother. We used to live on the edge of a big lake, but we had to move from there when they converted our cottage into a condo. Ah, well, anyway, that isn't what I wanted to tell you. You see yesterday my mother asked me to take a basket of cookies to granny, who lives on the other side of the forest. Well, I was watching one of my favorite TV shows at the time. Anyway, I told my mother I'd do it later. Well, you can imagine what she said! When she wants something done, she wants it done right then. No consideration for what the other person might be doing.

Paragraph II.

So I grabbed the stupid cookies and left. On the way, I ran into this dude called the Big Bad Wolf. Actually, I didn't just run into him, he jumped out at me. I'll tell you, he's so ugly! And he thinks he's so cool. I was in a bad enough mood already and I wasn't going to take anything off this guy. So I told him to get out of my way and leave me alone or I'd kick him good after I delivered the cookies. I guess I looked like I meant it, because off he went.

Paragraph III.

Well, when I got to Granny's she was in bed. I thought she looked sick or something. I said, "Oh, Granny, your big hairy face grosses me out! Your eyes are all watery, your nose is all wet. You look awful!" And she said she'd feel better when she had her dessert. I suddenly realized she meant that I was dessert. There was just something about the way she said it. I knew I was right when she jumped out of bed straight at me.

Paragraph IV.

Well, it turned out that it wasn't Granny at all. The Big Bad Wolf had taken a shortcut to Granny's (I don't know why I didn't go that way. It's really a lot faster. you just go through this grove of trees, over the hill...well you don't care about that.) Although I didn't have a whole lot of time to think about it, I did wonder what had happened to Granny. After all, even though I didn't want to come over in the middle of my TV show, Granny is one of my favorite people.

Paragraph V.

Suddenly Granny appeared. She looked really funny. She had been out stomping grapes to make the Christmas wine. I think she must have fallen in because she was purple from head to toe. I think The Big Bad Wolf must have thought she was the purple monster from the Blue Lagoon, because he took one look her, screamed and fled. I ran to Granny and gave her a big hug.

Big Red Worksheet

Paragraph I:

One Fact ______________________________

The Feeling ______________________________

Paragraph II:

One Fact ______________________________

The Feeling ______________________________

Paragraph III:

One Fact ______________________________

The Feeling ______________________________

Paragraph IV:

One Fact ______________________________

The Feeling ______________________________

Paragraph V:

One Fact ______________________________

The Feeling ______________________________

The Malignant Wolf

10 minutes

OBJECTIVE: *To introduce the concept of different stories about the same happening.*

I. Explain to the students that you have another story to read to them. This time they are to listen to see if they hear a story different from the usual "Little Red Riding Hood".

II. This time we hear the wolf's side of the story. What is different about this version compared to the one we usually hear?

III. Read the story.

IV. Ask these questions:

- What was different about this story than the usual version of Little Red Riding Hood?
- How did you feel about the wolf's version?
- Did you believe him?
- Did you think he had a right to his side of the story?

V. This sometimes happens in mediation. We hear two people tell about the same conflict in two totally different ways. What we should keep in mind is that they may both be telling the truth as they saw it happen. They may both be correct or one may have misunderstood what happened.

The Maligned Wolf

The forest was my home. I lived there, and I cared about it. I tried to keep it neat and clean. Then one sunny day, while I was cleaning up some garbage a camper had left behind, I heard footsteps. I leaped behind a tree and saw a little girl coming down the trail carrying a basket. I was suspicious of this little girl right away because she was dressed funny—all in red, and her head covered up as if she didn't want people to know who she was. Naturally, I stopped her to check her out. I asked who she was, where she was going, where she had come from, and all that. She gave me a song and dance about going to her grandmother's house with a basket of lunch. She appeared to be a basically honest person, but she was in my forest, and she certainly looked suspicious with that strange getup of hers. So I decided to teach her just how serious it is to prance through the forest unannounced and dressed funny.

I let her go on her way, but I ran ahead to her grandmother's house. When I saw that nice old woman, I explained my problem and she agreed that her granddaughter needed to learn a lesson all right. The old woman agreed to stay out of sight until I called her. Actually, she hid under the bed.

When the girl arrived, I invited her into the bedroom where I was in the bed, dressed like the grandmother. The girl came in all rosy-cheeked and said something nasty about my big ears. I've been insulted before so I made the best of it by suggesting that my big ears would help me to hear her better. Now, what I meant was that I liked her and wanted to pay close attention to what she was saying. But she made another insulting crack about my bulging eyes. Now you can see how I was beginning to feel about this girl who put on such a nice front, but was apparently a very nasty person. Still, I've made it a policy to turn the other cheek, so I told her that my big eyes helped me to see her better.

Her next insult really got to me. I've got this problem with having big teeth, and that little girl made an insulting crack about them. I know that I should have had better control, but I leaped up from that bed and growled that my teeth would help me to eat her better.

Now let's face it—no wolf could ever eat a little girl. Everyone knows that. But that crazy girl started running around the house screaming—me chasing her to calm her down. I'd taken off the grandmother clothes, but that only seemed to make it worse. All of a sudden the door came crashing open, and a big lumberjack is standing there with his axe. I looked at him, and all of a sudden it came clear that I was in trouble. There was an open window behind me and out I went.

I'd like to say that was the end of it. But that Grandmother character never did tell my side of the story. Before long the word got around that I was a mean, nasty guy. Everybody started avoiding me. I don't know about that little girl with the funny red outfit, but I didn't live happily ever after!

Role Play Mediation Process

25 minutes

OBJECTIVE: *To increase the skill level of students in using the mediation process.*

I. Explain that the class will role play again. This time they will mediate between the Big Bad Wolf and Little Red Riding Hood. The mediators will try to help the two find a solution to the problems they face in the usual fairy tale.

II. Let the groups choose another fairy tale to mediate if they wish or they can do this one with the first role play and another for the second.

*Feel free to use regular role plays if you are uncomfortable with the idea of fairy tales.

Process Role Play and Wrap up

10 minutes

I. Role Players:

- What was different role playing a fairy tale versus a more realistic conflict?
- Were you able to get into the parts of the characters?

II. Mediators:

- Did the process work even though the role play was different?
- Was it more difficult or about the same?
- Were you able to remember more of the steps this time than you were the first time?

"This program works because kids take responsibility for their own feelings and behaviors, without the threat of adult intervention."

Ron Smith, Principal
John C. Myers Middle School

Day Two

Warm up	10 min
Review	10 min
I- Messages	30 min
Know Your Apple	10 min
Break	10 min
What's the Problem?	10 min
Brainstorming	20 min
Point of View	10 min
Difficult Situations	20 min
Break	5 min
What Makes a Good Solution	10 min
Peer Mediation Report Form	15 min
Role Play of Peer Mediation Process	30 min
Process Role Play	10 min
Lunch	
Fouls of Fighting	15 min
Straws • Group Building Exercise	25 min
Presentation and Discussion of Straw Structure	10 min
Break	10 min
Discussion of Anger	25 min
Role Play of Mediation Process	30 min
Process Role Play	10 min
Open Question Time	10 min
Test on Mediation Process and Training	10 min
Evaluation of Training by Students	10 min
Refreshments	
Final Wrap up	5 min

Warm Up
10 minutes

OBJECTIVES: 1. *To build group cohesiveness. 2. To review non-verbal communication. 3. To divide class into groups for at least part of the day's activities.*

Refer to page 26

Review
10 minutes

OBJECTIVE: *To review the information given during the first day of training.*

I. Ask the group to name/share some things they remember from day one.

II. Ask:

- What are the three ways to resolve conflict?
- Why is it important for mediators to listen well?
- What are the four rules in the mediation process?
- Why do mediators restate what they hear?

III. Go over the four stages of the mediation process.

"I"-Messages
30 minutes

Refer to high school section

Know Your Apple
10 minutes

Refer to page 41

What's The Problem?
10 minutes

Refer to page 46

Brainstorming
20 minutes

Refer to page 47

Point of View
10 minutes

Refer to page 41 - 42

Difficult Situations
20 minutes

Refer to page 43 - 44

What Makes a Good Solution
10 minutes

Refer to page 48

Peer Mediation Report Form
15 minutes

Refer to page 49

Role Play of Mediation Process
30 minutes

Refer to page 49

Process Role Play
10 minutes

Refer to page 49

Fouls of Fighting
15 minutes

Refer to page 7 - 9

Straws
25 minutes

Refer to page 32

Presentation and Discussion of Straw Structure
10 minutes

Refer to page 33

Anger

25 minutes

Refer to high school section

Role Play of Mediation Process

30 minutes

Process Role Play

10 minutes

Open Question Time

10 minutes

Give students an opportunity to ask any questions they may have about the program and how it is going to run at their school.

Test on Mediation Process and Training

10 minutes

Refer to page 54

Evaluation of Training by Students

10 minutes

Refer to page 55

Refreshments

Final Wrap Up

High School Peer Mediation
Student Training Schedule

Day One

ACTIVITY	TIME
Opening Remarks/Introductions	15 min
Overview of Training	5 min
Conflict and How People Deal with It	45 min
• Words of Conflict	
• Conflict Circle	
• Conflict resolution styles	
• Skits demonstrating styles of conflict resolution	
Break	5 min
Why we Listen	5 min
Good and Poor Listening	10 min
Hit and Run	15 min
Non-verbal Communication	15 min
• Listening in Pairs	
M & M Game	10 min
Break	10 min
Overview of Mediation Process	15 min
• Demonstration role play or video	
Peer Mediation Process/Discussion	20 min
Lunch	
Review Mediation Process	5 min
How to Role Play	5 min
Role Play Mediation Process	40 min
Process Role Play	10 min
Break	5 min
Active Listening	10 min
Paraphrasing Exercise	15 min
"I"-Messages	25 min
Break	10 min
Role Play Mediation Process	45 min
Process Role Play and Wrap Up	10 min

High School Schedule

Day One

Opening Remarks/Introductions

15 minutes

Refer to page 58

Overview of Training

5 minutes

Refer to page 3

Conflict and How People Deal With It

45 minutes

Refer to page 59 - 63
[middle school schedule]

Why We Listen

5 minutes

Refer to page 19

Good and Poor Listening

10 minutes

Refer to page 27 - 29

"Hit and Run" Exercise

15 minutes

Refer to page 20 - 21

Non-Verbal Communication

15 minutes

Refer to page 65 then 29

M & M Game

10 minutes

Refer to page 24

Overview of Mediation Process
15 minutes

OBJECTIVE: *To introduce the students to the mediation process through discussion and demonstration role play or viewing of a video.*

I. Decide if you will do a demonstration role play or use a video as an introduction to the process. If doing a role play, ask two other adults to be the disputants, and one to assist as the second mediator. (Unless you prefer to do this one alone)

II. If doing the role play demonstration of the mediation process, it is interesting to do an incorrect mediation first and then a correct one to see how it should really be done.

Do the role play showing improper behavior first:

- Take sides with disputants
- Interrupt disputants
- Give rules hurriedly and leave one out
- Give solutions
- Be a poor listener

After role play discuss:

"What did you see that was not appropriate?" Discuss each point they make.

III. Demonstrate the next role play with mediators following the mediation process accurately and fairly.

After the role play, discuss:

- What made this role play different?
- How did the mediators treat the disputants?
- Was it more balanced?
- Was the problem solved?

IV. List on the board or newsprint the points the students make after you ask:

"What characteristics make a good peer mediator?"

"What characteristics make a poor peer mediator?"

Good	Poor
good listener	interrupts
helper	acts like a judge
dependable	acts like a policeman
trustworthy	acts like a principal
fair	is a gossip
teamworker	takes sides

Mediation Process/Discussion
20 minutes

OBJECTIVE: *To familiarize the students with the mediation process they will be using.*

I. Be sure each student has a copy of the mediation process. It is also helpful to have a step by step chart.

II. Go over each step of the mediation process, discussing it as you go. (Refer to "Peer Mediation Process in the elementary section for step by step discussion, pages 14-15)

**If lunch is scheduled at this time use the review of mediation process as the first exercise when you come back together.*

How to Role Play
5 minutes

Refer to page 23

Role Play of Mediation Process
40 minutes

OBJECTIVE: *To practice the mediation process.*

I. Divide the class into groups of four.

II. Explain that two will be mediators in the first role play. Then they will switch roles and the mediators will become disputants in the second role play.

III. Give each group two role plays. Separate the groups as far as possible.

IV. Have an adult work with each group. The adults should assist, help process at the end but not control or take over the mediation.

Process Role Play
10 minutes

OBJECTIVES:To clarify problems that may have arisen in the role play. To reinforce positive outcomes.

- What went well?
- What were problems?
- What was it like to be a disputant?
- What was it like to be a mediator?
- What was the best part?

Active Listening

10 minutes

Refer to page 30

Paraphrasing Exercise

15 minutes

Refer to page 31

"I"-Messages

25 minutes

OBJECTIVE: *To help students learn to speak to others when they are angry or want to express a need.*

Prepare a chart for the class with the "I"-Message formula.

I feel...	(state the feeling)
when you...	(state the reason)
because...	(state the consequence)

I. Explain to students that I-messages can be used when we are angry with someone and want to let them know in a non-threatening manner.

II. Choose two students and have them read the following exchange that happens between friends. Instruct them to be as expressive as possible. Tell Katie to emphasize the word "you".

"You"-message:

Katie: Lisa, you're a backstabbing, lousy excuse for a friend. You knew I wanted to go out with Tim so you went after him for yourself. You talked to him all the time. You were with him between classes. You did everything you could to get him to ask you out instead of me!

Lisa: I was only trying to help you by telling Tim you were interested but if you're going to talk to me this way, I think I will go out with him. No one would want to be caught dead with you!

Discuss:

- What word did you keep hearing from Katie?
- How do you think Lisa felt?
- Did you observe nonverbal language being used? What was it?
- Do you feel Lisa is willing to hear Katie and help her?

"I"-Message:

Katie: Lisa, I was feeling very upset today when I saw you talking with Tim several times. I felt let down because it seemed you two were really getting along. I told you I was interested in Tim so I was worried that you wanted to go out with him too. I'm afraid to tell you my secrets.

Lisa: Katie, I'm sorry you misunderstood my being with Tim today. I was asking him what he thought of you and if he was dating anyone now. He was very interested in you and we were just laughing about how it was great that I mentioned you to him.

Discuss:

- What word did you hear more this time?
- Was this less threatening? Why?
- Do you feel Katie was as angry the second time? How did she communicate her feelings this time?
- Do you feel Lisa was more willing to talk with Katie this time?

IV. A "you"-message is more threatening. We place the blame on the person and don't give them a chance to defend themselves. Tone of voice and body language enter into "you"-messages, making them more accusing. Those hearing the "you"-message are less likely to do what is asked of them.

V. When giving "I"-Messages it is difficult to yell. It seems to change the tone of voice and attitude. It's less threatening and people will tend to hear what is being said rather than just the fact that we're angry.

VI. Discuss the formula for making an "I"-message. Show the chart and explain parts. After using "I"-messages it becomes more comfortable and less formal. The order can be changed and words added or left out.

VII. Make up "I"-messages for the following scenarios.

- You're trying to talk to your mother about something very important to you and she is not listening to you . . . give her an "I"-message.
- Your good friend told several other people some things you told him in confidence . . . give him an "I"-message.

VIII. Break the class into small groups of four to work on the "I"-message worksheet that follows. Let them work cooperatively and then come back together to discuss.

Role Play Mediation Process
45 minutes

OBJECTIVE: *To practice the mediation process.*

- Divide into groups of four.
- Give each group two role plays.
- Remind them how to switch after the first role play is complete.

Process Role Play/Wrap-up
10 minutes

"I"-Message Worksheet

1. You are at a dance with your boyfriend/girlfriend. S/he dances several dances with your best friend, making you feel jealous. You give an "I"-message to your best friend saying:

   I feel ____

   when you ____

   because ____

2. You're at a party. Your friend has had too much to drink. He wants to drive you home. Give an "I"-message.

   I feel ____

   when you ____

   because ____

3. Your friend borrows your car. S/he returns it with lots of trash and coke stain on the back seat. Give an "I"-message.

   I feel ____

   when you ____

   because ____

4. You are doing a mediation. You hear two different stories from the disputants. Give them an "I"-message.

   I feel ____

   when you ____

   because ____

5. You are doing a mediation. The two disputants keep interrupting each other. You have reminded them of the rules on several occasions. Give them an "I"-message.

   I feel ____

   when you ____

   because ____

Day Two

ACTIVITY	TIME
Warm up	10 min
Review	20 min
• I-Messages	
• Active Listening	
• Mediation Process	
Brainstorming	25 min
• What is the problem	
• Solutions to the problem	
Break	10 min
Caucusing	10 min
What Makes Good Solutions	10 min
Break	10 min
Role Play Using Brainstorming and Caucusing	50 min
Break	5 min
Laundering Language	25 min
Lunch	
Maligned Wolf	10 min
Point of View	10 min
Difficult Situations	15 min
Break	5 min
Dealing With Anger	30 min
Triangling	15 min
Mediation Report Form	10 min
Role play Using Report Forms and Other Skills	45 min
Process Role Play	10 min
Open Question Time	10 min
CELEBRATION	

Warm Up
10 minutes

OBJECTIVES: *To review non-verbal communication and to build group feeling.*

I. Do the warm up on day three of the elementary training. This illustrates how non-verbal communication is used when we are unaware of it. All age groups enjoy this activity.

II. Review the points of non-verbal communication covered on day one of the training. Discuss how it relates to mediation.

Review
20 minutes

OBJECTIVE: *To review different skills covered in the first day of training.*

I. Review I-messages, asking for examples of when they could be used and how.

II. Review active listening, discuss it's use as a mediator and where non-verbal communication fits in.

III. Go over the mediation process step by step.

What's the Problem
10 minutes

OBJECTIVE: *To be able to identify the problem in a conflict.*

Read the following scenario:

Jackie and Pat are students who must share a gym locker. Things went well at first but for the last two months or so Pat has not taken any responsibility for keeping the locker clean and neat. Jackie likes things neat and in place. Pat feels that Jackie is a perfectionist and expects more space than is fair.

I. Ask the students:

- What was the problem for Jackie?
- What was Jackie feeling?
- What was the problem for Pat?
- What was Pat feeling?

II. What are some questions that you could ask to help them see the different parts of the problem? Knowing what the problem is for the disputants is helpful in looking for a solution.

Brainstorming
15 minutes

OBJECTIVE: *To gain the skill of assisting disputants in finding a solution that will solve the problem.*

I. Looking back at the former conflict, think of the problem for each person.

II. Explain to the class that sometimes disputants will come to a stalemate where neither will be able to agree to the other's solution or they will not have solutions to offer. In that case, the mediators may suggest brainstorming.

III. Explain to the disputants that brainstorming is a process where the parties are allowed time to give any possible ideas for solutions.

The rules for Brainstorming are:

- There is a two minute time limit.
- Do not evaluate the solutions as they're offered but wait until the end of the time limit.
- The disputants and the mediators take turns giving solutions. (This is the only time mediators are allowed to offer solutions during mediation.)
- After the time ends, the mediators read the suggested solutions one by one and let the disputants decide if they can agree with one or more. Ask what will happen if they choose that solution. Ask if the solution will solve the problem.
- Frequently, more than one solution can be used. They may combine several. Be sure there is a solution for each part of the problem.

V. Looking back at the problem of Jackie and Pat, brainstorm with the group for approximately five minutes. (Explain that the longer time frame is because the group is larger.) Write all the possible solutions on the board or a sheet of newsprint. When the time is up, go back and evaluate each solution, deciding what is possible and what will not work.

V. Put together the final solution, which will probably be a combination of several.

Caucusing
10 minutes

OBJECTIVE: *To give the students an understanding of when and how to caucus.*

I. Explain that caucusing is a procedure which allows the mediators to meet separately with each disputant in order to hear their side of the story without the presence of the other party.

II. When to caucus:

- When you feel the person is not telling you everything you need to know. They are holding something back.
- When a mediation is not progressing, or is not moving as you feel it should.
- When the disputants become very angry and cannot work with the other person present. Separating, hearing each side individually and then coming back together can be very helpful.

III. At the end of the caucusing period, ask the person if there is any part of the discussion that they do not want shared when they return to mediation.

What Makes a Good Solution
10 minutes

Refer to page 48

Role Play Using Brainstorming and Caucusing
50 minutes

OBJECTIVE: *To practice the skills of brainstorming and caucusing.*

I. Divide into groups of four. May use the groups formed earlier with the warm up game.

II. Explain that they will use the techniques of brainstorming and caucusing during these role plays. Use brainstorming the first role play and caucusing the second.

III. When processing these role plays be sure to ask for discussion of the problems they encountered with these techniques. Also discuss what they can see as benefits in using them.

Laundering Language

25 minutes

OBJECTIVE: *To understand how to neutralize angry language in mediation.*

I. Discuss the problems they expect to encounter with other students language when they are angry during mediation. How do they think they will be able to handle this angry talk?

II. When hearing angry people, we do not repeat the angry phrases we hear. We use less hostile language. A simple example: What word could you substitute for furious? angry, upset.

III. Ask the students to think of other examples.

IV. Divide the group into smaller ones. Assign the following worksheet for practice. Directions: Write a paraphrase for each of the statements. Discuss these as a group. Also discuss why a "cleaner" paraphrase is needed.

Let's Clean It Up
Laundering Language

1. He's a dumb geek who trashed my car on purpose just to get back at me. I'm going to get even with him if its the last thing I do.

2. She's the most disgusting person I've ever tried to talk to and I'm sick of her. She tried to take my boyfriend. I'm going to bash her pretty face.

3. George is a stupid nerd with frog eyes. He thinks he is so smart because he gets straight A's and is so perfect. He makes me sick.

4. Anne is the nastiest little twerp. She thinks she can get by with copying my paper but she'll regret messing with me.

5. Bart is a complete fool. The idiot took my coat, wore it in the rain and left it in a bag for a week. It's ruined. I'm totally disgusted with him. He's so stupid he wouldn't know what to do with anything.

Maligned Wolf

10 minutes

Refer to page 69 - 70

Point of View

10 minutes

Refer to page 41 - 42

Difficult Situations

15 minutes

Refer to page 43 - 44

Dealing with Anger

30 minutes

OBJECTIVES: *To practice the steps of defusing anger when someone is mad at you. To learn to counter the reaction of yelling back.*

DIRECTIONS: First demonstrate a scenario where Person 1 gets mad at Person 2 and they begin yelling at each other. Then discuss and demonstrate a calm way to respond using the steps on the next page. Divide the class into pairs. Person 1 faces Person 2 and yells angry statements at Person 2. Person 2 follows the defusing anger steps (next page.) Roles are reversed after Person 1 finishes.

PERSON 1:

- I am really mad at you because you lost my ear phones.
- I thought you were my friend.
- I can never ever trust you again.
- What did you do, give them to your girlfriend or something?
- Well, if you didn't lose them, where are they?
- Are you gonna buy me new ones—huh? Well, you better!
- My mom will be furious if I don't get these back. They were brand new.

PERSON 2:

- Mandy told me what you said about me behind my back.
- What kind of friend are you, anyway?
- I thought you were my very best friend!
- I can't believe you'd say that about me! It makes me sick.
- I can say nasty things about you, too.
- Do you want me to try that? It would serve you right for what you said to Mandy.

Copy the "Anger" page and give to each student. Divide into small groups and direct them to fill it in and discuss.

Defusing Anger

1. **Let the person vent.**

2. **Don't get defensive**

3. **Paraphrase**

4. **Solve it together**

Keep Talking . . .

Anger

Anger is often the most difficult emotion for us to express or feel good about the way we've expressed it. The reasons for this include:

1.

2.

3.

4.

Anger:

- provides information
- produces energy and power which may be used positively or negatively
- is often met with punishment or retaliation

Ways to deal with your own anger in a positive way:

1.

2.

3.

4.

Underneath anger is often:

- fear
- pain
- powerlessness

Triangling Exercise
15 minutes

OBJECTIVE: *To observe and discuss a helpful response when someone comes to talk about another person.*

Two Trainers Demonstrate. *Scenario I*

Person 1 talks to Person 2 about a third party (who may or may not be present in the room). The conversation focuses on the faults of the third party, including accusations, complaining and blaming. It may present a particular difficult situation between the two, which has left Person 1 very unsure of what to do next. Feelings of helplessness, anger, and not being appreciated or valued will be voiced.

Person 2 responds by agreeing with Person 1—adding additional fuel to the fire. This could include adding stories of how the third party has also wronged Person 2.

Scenario II

Person 1 begins with the same complaints about the third party. This time Person 2 does the exact opposite, that is, lays the blame on Person 1. This may include statements such as "I've never experienced ______ that way, what's wrong with you?" or "You should have a better attitude." Person 1 becomes defensive and withdraws.

Scenario III

Again Person 1 complains to Person 2 about the same third party. This time Person 2 responds in a more positive manner by:

- listening carefully
- reflecting and paraphrasing empathetically
- encouraging Person 1 to work out the conflict directly with the third party
- or encouraging them to go to mediation
- or offering to go with Person 1 to talk with the third party.

Discussion Points

After all three scenarios are depicted, the group is asked to describe what they observed in each situation. Particular emphasis can be given to:

1. *The phenomena of triangling.* It's a fact of life. It's normal and OK.

   It is often helpful to have someone as a sounding board for feelings, yet it is crucial for Person 2 to recognize helpful and unhelpful responses, and have the clear agenda of returning the conflict to Person 1 and the third party.

   It is useful to examine what happens to the triangle when Person 1 or Person 2 move closer together or further apart.

2. *The pitfalls of tringling.*
   - gossipping
   - escalating Person 1's feelings
   - taking sides
   - involving Person 2
3. *The power in triangling.* Person 1 gets help in recognizing and owning the feelings involved in the conflict, feels understood and accepted and is given a hand in planning the next step which can lead to conflict resolution.

Mediation Report Form

15 minutes

Refer to page 49

Role Play Mediation Process

45 minutes

Role play using all skills including brainstorming, caucusing and filling in the report form.

Process Role Play

10 minutes

Open Question Time

10 minutes

Give students an opportunity to ask specific questions about the training and the way the program will run at their school. Be sure to cover the referral system, how and when they may be called on to mediate.

Celebration

> "Peace cannot be kept by force, it can
> only be achieved by understanding."
>
> Albert Einstein

ROLE PLAY: SKATEBOARD

MEDIATOR: John and Tim are classmates. The principal referred them to mediation. (Ask John to speak first.)

MEDIATOR: John and Tim are classmates. The principal referred them to mediation. (Ask John to speak first.)

JOHN: You and Tim are classmates. You lent Tim your skateboard. He knows skateboards are not allowed at school, but he brought it to school anyway. Then he left it in the cafeteria and the principal got it. Now you can't get it back. You think Tim should get you another one.

TIM: You and John are classmates. John lent you his skateboard. You were going to ride it after school, so you brought it to school. You were going to keep it in your locker, but you decided to show it to your friends at lunch, so you took it to the cafeteria. You didn't think the principal would take it. Now John's really mad at you. You want to fix things, but you don't know what to do.

ROLE PLAY: SCIENCE PROJECT

MEDIATOR: This is a self referral. Sarah and Tom have a project to do together and are having difficulty getting it done.

MEDIATOR: This is a self referral. Sarah and Tom have a project to do together and are having difficulty getting it done.

SARAH: You and Tom have a science project which must be done together. It requires a report, illustrations and a demonstration. You have done over half the work on the report, planned the demonstration and now you want Tom to do the illustrations and the rest of the report. You feel you have done your share of the report and Tom is goofing off. Your grade is important to you because you need this to boost your grade for the six weeks. You and Tom are friends, but not best friends. You want the friendship to continue.

TOM: You and Sarah have a science project which must be done together. It requires a report, illustrations and a demonstration. You plan to work on the report, but you haven't had the time yet. Sarah wants you to do the illustrations, but you don't want to do those. You feel Sarah is too bossy and grade conscious. You get tired of her pushing you to get this done all the time. You had a good idea for the demonstration in mind, but she wanted to do it her way. You are not as concerned about the grade as Sarah, but you do want to do a good job. You and Sarah are friends and you want the friendship to continue.

ROLE PLAY: RUMOR ABOUT A BOYFRIEND

MEDIATOR: Kelly and Beth are friends who were yelling at each other in the cafeteria. (Ask ~~Sara~~ Kelly to speak first.)

MEDIATOR: Kelly and Beth are friends who were yelling at each other in the cafeteria. (Ask ~~Sara~~ Kelly to speak first.)

KELLY: You and Beth are friends but you started yelling at each other in the cafeteria. You are extremely upset with Beth because you told her you liked Joe. She told it all over the school. You tried to talk to her about it in the cafeteria, but she started yelling at you. You do not like your personal feelings spread around.

BETH: You and Kelly are friends but you started yelling at each other in the cafeteria. Kelly told you she liked Joe. You told Joe's friend Bill because you thought it would help Kelly if Joe knew she liked him. You were surprised that Bill spread it all over the school and now you are feeling like you are being blamed for something that is not your fault.

ROLE PLAY: BASEBALL CARDS

MEDIATOR: Jeff and Mike were sent to mediation by the principal, after getting into a fight in the lunch room.

MEDIATOR: Jeff and Mike were sent to mediation by the principal, after getting into a fight in the lunch room.

JEFF: You have been an avid baseball card collector for years. You and Mike were trading baseball cards in the lunch room yesterday. Later in the day, Mike found out that he traded a ten dollar card for a one dollar card. Then today he started fighting with you in the lunch room. You don't feel you have done anything wrong, since Mike agreed to the trade. You think that he is overreacting and it shouldn't be worth breaking your friendship.

MIKE: You and Jeff were trading baseball cards in the lunch room yesterday. Later in the day, you found out that you traded a ten dollar card for a one dollar card. You are upset about Jeff's trade. You feel that since you were friends he shouldn't have done that. He knew what it was worth. Why didn't he tell you?

ROLE PLAY: STOLEN FRENCH FRIES / DIFFERENT STORIES

MEDIATOR: Classmates Ren and Chris were sitting beside each other eating lunch. They got into a fight. The teacher sent them to you after the lunch period was finished.

(Don't try to figure out who is right or wrong. INSTEAD, figure out what they DO agree on and say it. Ask them what they can do to keep this from happening again.)

MEDIATOR: Classmates Ren and Chris were sitting beside each other eating lunch. They got into a fight. The teacher sent them to you after the lunch period was finished.

(Don't try to figure out who is right or wrong. INSTEAD, figure out what they DO agree on and say it. Ask them what they can do to keep this from happening again.)

REN: At lunch, you were sitting next to Chris, a classmate. You went to get a napkin and upon returning, found some french fries missing. Everyone sitting nearby said that Chris took them. Chris denied it. You were mad and you and Chris started shouting at each other. After lunch your teacher sent both of you to the mediators.

CHRIS: At lunch, you were sitting next to Ren. Ren left to go get a napkin. When he came back, he said some french fries were missing and he blamed you. Ren is popular, and everyone thinks he is right. You are mad. Everybody always blames you for everything. It's just not fair.

ROLE PLAY: TWO TEACHERS

Two teachers, who have adjoining rooms, have had difficulties for years. The problems were not large ones but small things that irritated them both. Mr./Ms. Miller has a structured classroom and teaches the "gifted" and college bound students. Mr./Ms. Green has a less structured classroom and uses experiential teaching methods in working with his "less challenged" students. Their teaching philosophies are different and each feels the other does not appreciate the difficulties they face with their particular type of students.

MR./MS. MILLER: You had asked Mr./Ms. Green to please keep the noise level down fifth period on Friday because you were preparing the class for exams and wanted the class to be able to concentrate. Mr./Ms. Green's class was very loud during fifth period and you cannot understand his total lack of consideration for you and the job you have to do with your class. You have requested mediation and have not talked with Mr./Ms. Green about the problem before this session.

MR./MS. GREEN: When Mr./Ms. Miller asked you to keep your class quieter on Friday during fifth period, you ordered a movie for that class. The movie did not come in so, you proceeded with the lesson plans you had made for Monday which called for small groups to work together on a project. The noise level did become louder than you realized but did she expect you to do, call off class? You feel very committed to these students and do not give them busy work. You feel Mr./Ms. Miller has never had an understanding of the difficulties you face keeping these students challenged and sees them as less important than her "smarter kids."

* *In role play, feel free to improvise with the character you have been given. Try to understand what you would be feeling if you were in that situation and act that way. Enlarge on the part!!!*

ROLE PLAY: TEACHER AND PARENT

The teacher has been having difficulty all year with Mrs. Jones complaining that too much homework is given to her son. She claims that it takes him at least two hours a night to complete and she feels this is unrealistic.

TEACHER: Mrs. Jones has been a problem since the first day of school. She constantly is demanding special attention for her son, which is difficult to give because of your other students who also need your attention. One of her main complaints is the amount of homework her son brings home. She has come in again to say that her son spent 2 1/2 hours last night on his assignments. You have asked her to go to mediation with you so you can talk with impartial parties facilitating the discussion.

You want to say to her that you give class time to do at least half of the homework, but her son does not use his time wisely which means he has more for home. You are really finding it difficult to work with Mrs. Jones because of her approach to you. You feel she thinks you are not a good teacher and questions your methods and the way you handle your classroom.

MRS. JONES: You have reached your limit with your son's teacher. He spent 2 1/2 hours on his homework last night. He was hardly able to eat or get to bed on time. The teacher has not been helpful, as you see it, working with your son. She has not given proper directions for the assignments or allowed enough time in class to get the idea of what is expected of him. This is just like her. She is so aloof with you and the children. You're glad you are going to mediation because then maybe someone else will see how she talks to you when you try to tell her the problems you are having with your child and school.

* *In role play, feel free to improvise with the character you have been given. Try to understand what they would be feeling if you were in that situation and act that way. Enlarge on the part!!!*

Four Rules
Do not interrupt
No name calling or putdowns
Be as honest as you can
Work hard to solve the problem

Checklist for Resolution
Is it specific enough?
Who, what, when, where, how
Can they do what they promise?
Will it solve the problem?

Peer Mediation Report Form

Mediators ______________________________ Date ______________

____

Who Had the Conflict? #1______________________________

#2______________________________

What kind of conflict?

Argument ______________ Name-calling/picking ______________

Rumor ______________ Other ______________________________

Referred by:

Student ______________________ Teacher ____________________

Assistant ______________________ Counselor ____________________

Administrator ____________________ Yourself ____________________

What was the conflict about?:

____

____

Was the conflict resolved? Yes [ ] No [ ]

Resolution:

Student #1 agrees to:	Student #2 Agrees to:
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
Signature	Signature

MEDIATORS: Do you think the agreement will work? Yes [ ] No [ ]

Were there any problems in the mediation? ______________________________________

____

____

Peer Mediator Nomination Form

Room ________________________ Grade ________________________

I nominate the following students to serve as Peer Mediators from my grade.

1. ____
2. ____
3. ____

* If you would like to be a mediator, put a star by your name.*

Mediation Referral Form

Date ____________________

Who are the students in Conflict?

1. ____

2. ____

What Kind of Conflict?

Argument Rumor Picking Name calling Other _______

Briefly describe the problem: ____

____

____

____

Referred by:

Teacher Counselor Administrator Aide/staff Mediator Student

Sign your name: ____
(Your name will be kept confidential.)

VOCABULARY

Conflict: A disagreement between two or more people. There are three basic styles of conflict resolution.

1. Denial: ______________________________________

____

2. Confrontation: ________________________________

____

3. Problem-solving: ______________________________

____

Mediator: A trained student who can help other students

Disputant: ____

____

Solution: ____

____

"Ideas" For Peer Mediation Program

- *Elementary School:* To identify mediators, students could wear bright colored t-shirts or buttons they make themselves. Wear only on duty days.
- *High school or middle school:* Post names of people on duty for the day in a prominent place in the school. Can be near the referral box.
- A referral box can be used at all levels.

  Elementary: Can be in the hall or in individual classrooms. The students can also make referrals directly to their teacher.

  High school or middle school: A referral box can be placed in a high traffic area of the school but in a position where students feel comfortable placing referral slips in it. It is helpful if the referral slips can be in a slot on the side of the box so they are always available.
- Make a chart of the number of mediations done in the school. Can include number resolved and unresolved. Design so it can be increased as the number goes up.
- Have posters around the school, advertising mediation as a means to settle conflict. Take individual pictures of Mediators after the training to make a poster to display in the school.
- Compose a newsletter about the mediation program and send it to students and staff of the school.
- At the elementary level, have the mediators prepare a role play and questions about the mediation program. Present this to each class in the school. This helps answer questions that students may have and makes them more comfortable with mediation. (Mediators should plan the program and do the scheduling with teachers.)

Order For the Peer Mediator Assembly

Introductory Remarks - PRINCIPAL:
- The Peer Mediator Program is coming or is continuing at your school.
- What it means to your school.
- How it will affect the school and its atmosphere?
- What this assembly is about?

What is Conflict and how do we deal with it? - COORDINATOR:

Skit. - FACULTY COORDINATOR

Introduce students and explain that they will be showing the peer mediation process that will be used at the school.

Skit - FOUR STUDENTS

Discuss Skit with audience.
- Things worked out with help of mediators.
- Mediators did not offer advice.
- Mediators listened—to both people and paraphrased back.
- Asked questions.
- ...Other questions that arise.

Qualifications of a Peer Mediator.
- Fair
  - –Does not play favorites.
  - –Does not take sides.
- Good listener.
- Can keep a confidence—does not tell others.
- Is a friend.
- A Peer Mediator is not:
  - -A mini teacher or principal.
  - -A judge or policeman. Does not hand down verdict.

Duties of Peer Mediators.
- Be on duty until June or next year as applies to school.
- Have 12-16 hour training during school—must make up work.
- Be on duty when asked.

Nomination of Peer Mediators.
- Think of students in your class. Who do you feel is qualified?
- Think of the qualifications discussed earlier. Vote for THREE classmates.
- Can vote for themselves—put star by their name.
- Give to homeroom teacher.
- Ballots will be counted and results given....
- Students chosen will be given a parental permission slip to be signed and returned before training begins.

Questions. - FACULTY COORDINATOR, OR PRINCIPAL

Assembly Skit

Faculty Coordinator: The following skit has two scenes. The first scene has 5 roles which may be played by either males or females. In selecting students for the parts in the second scene, choose a boy and a girl to play the roles of the mediators. The male would be mediator I and Mediator II would be the female. It is best if students memorize the parts, but if this seems impossible, encourage them to be VERY familiar with their parts as they read them.

Scene I

Curtains closed, anchorperson in dress or coat and tie in front with microphone.

Anchorperson: Good evening ladies and gentlemen. Thank you for tuning into Channel 3 news. We have a special report tonight featuring one of our local schools. We'll go now to Ms. Pickery who is on the playground reporting from Spotswood School. . . (say name and exit)

Curtains open—reporter is standing in coat and holding a microphone.

Reporter: Thanks (anchorperson's name). Our special report tonight focuses on the mediators at Spotswood School. I have several mediators here to talk with me about what they do. Tell me. . . "Who are mediators?"

Mediator 1: A mediator is a student who is trained to help kids settle problems.

Reporter: Why do schools need mediators?

Mediator 2: A conflict happens when one or more people can't agree on something. Most people are involved in conflicts every day. Conflicts happen because we all think and sometimes have different opinions about things.

Reporter: So the mediators solve the problems for the kids?

Mediator 3: No—their job is not to solve the problem *for* them but to help the students think of ways to solve the problems for themselves.

Mediator 1: Mediators are helpers, not policemen. And if there is physical fighting we do not get involved but we get an adult to help.

Mediator 2: Talking to a mediator is the student's choice.

Mediator 3: If the students decide to accept help then they must agree to work hard to solve the problem.

Reporter: Thank you so much. . . let's take a look now at some mediators at work.

[All exit except for students in the background.]

Scene 2

Kelly and Jason enter from stage right. They are arguing with each other about a missing library book. The remarks do not need to be heard or understood by the audience, just the attitude. They approach a table with four chairs set around it. There are two students already there.

Mediator I: We understand you would like to work on a problem you're having. Is that right?

Kelly: *(angrily)* Yeah, he's mad at me and it's not my fault.

Jason: Well, why shouldn't I be?!

Mediator II: *(Speaks to the group)* Why don't we sit down and talk about this?

[Everyone sits in chairs at the table, Kelly and Jason beside each other with the mediators across from them.]

Mediator I: Have you worked with mediators before?

Kelly: No.

Jason: No.

Mediator II: Maybe we should explain it a little bit. Each of you will get a chance to tell your story uninterrupted and then you will work to reach your own solution.

Mediator I: Before we start, there are some rules you need to agree to. The first is that you will agree to work hard to solve the problem. Also, there is no name calling or putdowns.

Mediator II: Do not interrupt when the other person is speaking and be as honest as you can. Can you agree to these rules?

Kelly: *(sarcastically)* I can, but I know Jason won't go along with anything!!

Jason: *(angrily)* O.K. Fine! If you can, I can!!

Mediator I: So you both agree to go by the rules?

Jason: Yeah.

Kelly: Yeah.

Mediator I: Jason, I'll work with you and (Mediator II name) will talk with Kelly. Would you like to start be telling your side of the story?

Jason: O.K. Kelly and I were working on a science report together. I checked out the book we needed from the library. I used the book, then gave it to Kelly. She took it and lost it!! Now Mrs. Jones, (or the name of your school's librarian) is on my case about paying a big fine!!

Kelly: I didn't lose the book it was stolen!!!

Mediator II: Kelly, you agreed not to interrupt.

Kelly: O.K., but he needs to hear the truth.

Mediator II: You'll get your chance to talk, Kelly. Jason, would you continue.

Jason: Like I was saying, the librarian is mad at me because the book is so overdue. Kelly was supposed to return it when she finished and she didn't. Now I'm the one getting all the trouble.

Mediator I: So, you took a book from the library to do a report. You loaned it to Kelly but Kelly has not returned it to the library and you're being charged a fine. How are you feeling about this?

Jason: Mad at Kelly for not keeping up her part of the deal!

Mediator I: So you're feeling upset with this situation.

Jason: Yeah.

Mediator II: Kelly would you like to tell your side of the story now?

Kelly: Yeah, I would! What Jason said is mainly true. I did borrow the book and put it in my locker to read later. Well, I forgot about it for a couple of weeks and then this week, someone got in my locker and took some stuff. The library book must have been taken too. I didn't remember the book until Jason came up to me yelling about how I have to pay the fine. Even worse, now I don't have the book and something will have to be done about that. I can't afford to pay for the book, especially when I didn't lose it. It was STOLEN!!

Mediator II: Kelly, you borrowed the book from Jason to do a report. You put it in your locker and forgot about it for several weeks. This week some things were taken from your locker and you think the book was one of the items. How do you feel about what has happened?

Kelly: I'm worried about the book and how I'm going to pay for it when it wasn't even my fault. I'm also angry at Jason because he jumped all over me for not taking back the book.

Mediator II: So you're worried and upset about the book being gone.

Kelly: Yeah.

Mediator II: Is there anything else either of you would like to say about what happened?

Jason: No.

Kelly: I don't guess so.

Mediator I: Jason, can you think of a solution to this problem?

Jason: Yeah, she should pay the fine and the charge for the lost book. It's not my fault the book was stolen.

Mediator II: Kelly, can you agree to this?

Kelly: Well, I would pay the fine but not the lost book fee.

Mediator I: Jason, what do you say to this?

Jason: I think Kelly should pay the fine but maybe if she talked with the librarian and told her what happened, Mrs. Jones would understand that the book was taken from the locker. *(To Kelly)* I could go to the library with you if you want me to. I could tell her how I checked it out and then loaned it to you.

Kelly: That sounds fair.

Mediator I: So you both agree to go to the library and tell Mrs. Jones about the book being loaned, then stolen. Kelly will pay the fine. Is this right?

Kelly: Yeah.

Jason: Yeah.

Mediators: GREAT JOB, YOU'VE SOLVED YOUR OWN PROBLEM.

Scene I was written by Sarah Hastings, guidance counselor at Keister Elementary School, Harrisonburg, VA.

How Do You Usually Handle Conflict?

DIRECTIONS: After each of the following reactions, indicate which technique you usually, sometimes, or rarely use, by placing a check mark in the appropriate column.

		Usually	Sometimes	Rarely
1.	I try to understand the other person's point of view.			
2.	I try to turn the conflict into a joke.			
3.	I give in.			
4.	I avoid the person.			
5.	I change the subject.			
6.	I admit I am wrong, even if I do not believe I am.			
7.	I apologize.			
8.	I try to narrow down the conflict by identifying specific areas of agreement and disagreement.			
9.	I try to reach a compromise.			
10.	I pretend to agree.			
11.	I get another person to decide who is right.			
12.	I threaten the other person.			
13.	I fight it out physically.			
14.	I whine or complain until I get my way.			
15.	I give in, but let the other person know how much I am suffering.			
16.	I blame it on someone else.			

credit: Sidney Yeldell

Negotiation

Ground Rules

1. Each person takes a turn saying the rules.
    - No interrupting
    - No name calling
    - Be honest
    - Work hard to solve the problem

Defining the Problem

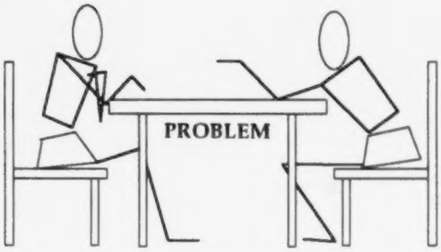
2. Decide who will talk first.
3. Person #1 tells what happened.

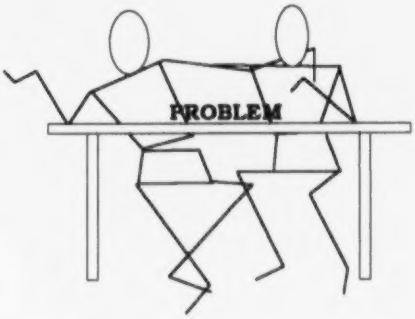
   Person #2 *restates* and asks how #1 *feels.*
4. Person #2 tells what happened.

   Person #1 *restates* and asks how #2 feels.

Finding Solutions

5. Person #1 gives a solution.
6. Person #2 agrees or gives another solution.
7. Each person continues to give solutions until agreement is reached. *(There must be a solution for each part of the problem.)*
8. Each person says what the solutions are.
9. Each says what can be done to keep the problem from happening again. .





NAME
National Association for Mediation in Education

TEN REASONS FOR INSTITUTING A SCHOOL-BASED MEDIATION PROGRAM

A review of program descriptions reveals that the following reasons most commonly motivate those who wish to promote mediation in the schools.

1. Conflict is a natural human state often accompanying changes in our institutions or personal growth. It is better approached with skills than avoidance.

2. More appropriate and effective systems are needed to deal with conflict in the school setting than expulsion, suspension, court intervention and detention.

3. The use of mediation to resolve school-based disputes can result in improved communication between and among students, teachers, administrators and parents and can, in general, improve the school climate as well as provide a forum for addressing common concerns.

4. The use of mediation as a conflict resolution method can result in a reduction of violence, vandalism, chronic school absence and suspension.

5. Mediation training helps both young people and teachers to deepen their understanding about themselves and others and provides them with lifetime dispute resolution skills.

6. Mediation training increases students' interest in conflict resolution, justice, and the American legal system while encouraging a higher level of citizenship activity.

7. Shifting the responsibility for solving appropriate school conflicts from adults to young adults and children frees both teachers and administrators to concentrate more on teaching than on discipline.

8. Recognizing that young people are competent to participate in the resolution of their own disputes encourages student growth and gives students skills—such as listening, critical thinking and problem-solving—that are basic to all learning.

9. Mediation training, with its emphasis upon listening to others' points of view and the peaceful resolution of differences, assists in preparing students to live in a multicultural world.

10. Mediation provides a system of problem solving that is uniquely suited to the personal nature of young people's problems and is frequently used by students for problems they would not take to parents, teachers or principals.

Reprinted from: Davis, Albie and Kit Porter, "Tales of Schoolyard Mediation", UPDATE on Law Related Education, Winter 1985, Vloume 9, page 27.

BEST COPY AVAILABLE

1990 National Children's Day

I remember once when I was in elementary school, my all time best friend and I got in a fight. It was not a physical fight, but there seemed to be no end to all of the yelling. I remember going to the counselor which I never thought I would ever do. We resolved the problem, but I sure wished there was some other way than going to the counselor.

When I was in fifth grade a brand new program was introduced to our school. It was called the Conflict Manager Program, sponsored by the Community Mediation Center of Harrisonburg. This program was set up to help reduce discipline problems in our school by taking the pressure off the teachers, by letting students solve their problems with other students, and by teaching students a valuable skill that they could use all their lives.

The guidance department made a sign up sheet and told the students about that program through an assembly. Many students seemed to be interested in this new idea and signed up to become Conflict Managers. The next week the students who signed up went to a week-long training session to teach them how to handle conflicts between students. We learned all about the mediation process, how to calm people down and how to get the two disputants to come to an agreement. We were also taught the four rules to a mediation session:

1 - You both must agree to work hard to solve the problem.
2 - Talk only when it is your turn.
3 - No name calling or making faces.
4 - Be as truthful as you can.

After the week of training a weekly schedule was set up putting two Conflict Managers on duty for one day at a time. Those two Conflict Managers, male and female, would handle all of the conflicts that occurred on that day, before and after school and between classes. They were also to be on duty at lunch time, so that the students would know who was on duty that day.

This program has gone on like this for three years, and it has proved to be more and more successful as more and more people came to the Conflict Managers. Conflicts can be referred by the Principal or Teacher and we have noticed that after the program has gone on awhile, the students may refer themselves. Many of the students were happy to come to the Conflict Managers, and get away from the Teacher or Principal. They are able to solve their dispute, and learn the valuable skill of mediation. Many of the disputants come from a rough neighborhood, and the only way that they know how to resolve a conflict is to fight it out. Coming to the Conflict Manager program teaches the two disputants how to solve their problem on their own, and how to come to an agreement that both parties are happy with. So when either of them get in an argument again, they have the skills, whether they know it or not, to solve their differences.

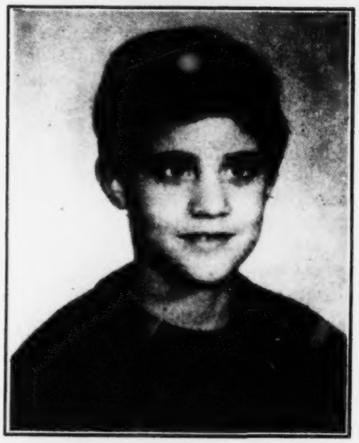
This cost effective program produces all types of leaders in the School that are elected by the students, such as president, vice president, and secretary of the Conflict Managers. When I made the transition from elementary school to middle school, I was surprised to see that the program worked just as well there too. This program can be used at home, work, and can be carried with the students all through their lives. This program also works at the High School level.

"The quality of the work that is being produced has greatly increased and the discipline rate has greatly decreased!" our principal said at an assembly. Remember, "Agitated, Mediate It!"

Bryce W. Hall
8th Grader
Thomas Harrison Middle School

20 **DAILY NEWS-RECORD, Harrisonburg, Va., Saturday, Sept. 29, 1990**

Your Neighbors



Bryce Hall

BRYCE HALL was one of four middle and high school students selected by the State of Virginia to represent the state at National Children's Day. The conference is in Washington, D.C., Oct 2-5.

The focus of the contest was how a student in school can help at-risk students. Hall wrote his essay on the Conflict Management Program at Thomas Harrison Middle School, a program that uses mediation to settle disagreements in an appropriate and peaceful way.

DISPUTE RESOLUTION METHODS

Following are some common dispute resolution processes, listed from less formal to more formal.

Negotiation The people involved in the dispute discuss the problem, proposing possible solutions until they reach agreement, decide to try another method of resolution, or give up.

Conciliation A third party works informally to remove obstacles to resolution--lowering tension, providing a neutral place to meet or acting as a go-between.

Mediation Still informal but more structured than conciliation. The third party directs a process which helps those in dispute express their points of view, identify their interests and develop their own solutions which meet the needs of all involved. Participation and agreement are voluntary.

Ombudsman A third pary, often employed by an institution such as a city or university, investigates citizen or employee grievances and makes recommendations for resolution.

Arbitration More formal, the third party acts as a "private judge" to hear points of view and issue a decision for settlement, which the parties must follow (if binding arbitration) or decide whether to follow (if non-binding arbitration).

Adjudication The most formal method, a judge, backed by the authority of the state, listens to narrowly focused arguments and issues a binding decision based on statutory law and legal precedents.

ATTENTION PARENTS!

CONFLICT MANAGEMENT TRAINING

CONFLICT MAN
Terry Dresbach

TUESDAY & THURSDAY

JANUARY 31 & FEBRUARY 2 - 3:15-5:15

Parents and teachers are invited to be trained in conflict mediation. This is a fun and informative training and one we can all benefit from! We need parent involvement in the conflict management program beginning soon at Waterman!

If you are able to attend, please fill out and return the following form. If you have any questions you may call Jyl Gamble, our school counselor, at 434-8352 or Carolyn Yoder at the Mediation Center 434-0059.

Mr. Snyder, Principal
Jyl Gamble, Guidance Counselor

Name ______________________________

_____ I will attend the two day conflict management sessions on Tuesday and Thursday January 31 and February 2 from 3:15-5:15.

Waterman Elementary 1988

CM NEWS

WATERMAN SCHOOL
APRIL

We're up to 43 conflicts solved! Good work!

Managers on duty: Missed 0 duties/meetings-
David, Brittany, Nikki, Edwina, Josh H., Bev, Kaili, Matt, Josh C.
Missed 1 duty/meeting-
Jeanette, Crystal, Laura, Kelly, Micheal, Hans, Katie J.

What makes a good solution to a conflict?

Are both disputants willingto follow the solution?
Can both disputants Keepto the solution?
Is the solution balanced (are both people equally involved)?
Is the solution specific (disputants agree not to sit together for two days VS disputants agree not to sit together) ?
Will the solution keep the problem from happening again?

Please stay on duty on your scheduled day and in your scheduled place. Your assigned partner and place of duty were assigned for a particular reason. Please do not trade times or places unless you are sick or know you will be away on a certain day. Then be sure to contact someome to trade with you. Thanks!

If you have your shirt at home please make every effort to get it back to school as soon as possible. I have these empty bags.
Kelly, Michael, Crystal, Josh H., Lora

Next Meeting: April 24 2:15-3 See you there!

Jyl Gamble Waterman Elementary

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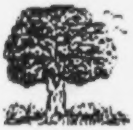
MAY 1991



CONFLICT MANAGERS

SUN	MON	TUE	WED	THU	FRI	SAT
			1 HANS JILL BEV JONATHAN	2 KATE H. CHRIS MATT BROOKE	3 LORA NATHAN KATIE J. BRADLEY	4
5 AFETERIA YM	6 JOSH C. EMILY KAILI KURT	7 SADET NICOLE JOSH H. JENNIFER	8 BEV JONATHAN MATT BROOKE	9 MICHAEL EMILY HANS JILL	10 JOSH H. JENNIFER SADET BROOKE	11
12 AFETERIA YM	13 KATIE J. BRADLEY LORA NATHAN	14 KATE H. CHRIS JOSH C. NICOLE	15 HANS JILL BEV JONATHAN	16 LORA NATHAN JOSH H. JENNIFER	17 KAILI KURT KATIE J. BRADLEY	18
19 AFETERIA YM	20 SADET NICOLE MICHAEL MATT	21 JOSH H. KAILI EMILY CHRIS	22 BEV JOSH C. KURT JILL	23 JONATHAN BROOKE MICHAEL JENNIFER	24 BRADLEY EMILY KAILI HANS	25
26 AFETERIA YM	27 NO SCHOOL	28 KATIE J. KAILI KATE H. JOSH C.	29 LORA BEV NATHAN NICOLE	30 MATT JONATHAN CHRIS EMILY	31 KATE H. KURT BRADLEY BROOKE	

Jyl Gamble Waterman Elementary

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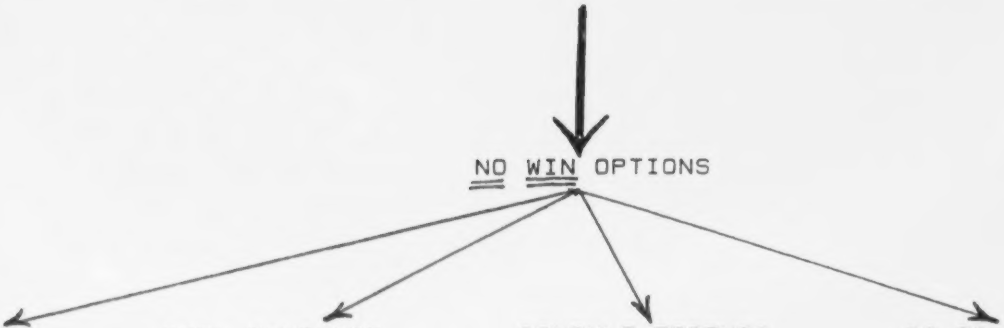
ONE MONTH TO GO !

CONFLICT MEDIATION AS A PRESSURE RELIEF VALVE FOR THE MIDDLE SCHOOL

Ray Ritchie Pence Middle School

MIDDLE SCHOOL STUDENT
WITH A CONFLICT OR PROBLEM WITH ANOTHER STUDENT



IGNORE	OPEN CONFLICT	CONSULT FRIENDS	GO TO TEACHERS OR ADMINISTRATORS
bottled up emotions	1. anger	1. biased opinions	1. may be labeled as tattletail
frustration	2. physical aggression	2. friends become involved	2. solution is made for the student and not by the student
problem may still exist	3. disciplinary action		3. takes up much valuable time better spend elsewhere

Ray Ritchie Pence Middle School

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MIDDLE SCHOOL STUDENT
WITH A CONFLICT OR PROBLEM WITH ANOTHER STUDENT

↓

WIN OPTION

↓

CONFLICT MEDIATION PROGRAM

1. students express feelings and sides of the disagreement in an open and controlled atmosphere

2. problem is discussed with peers that take no sides in the conflict

3. students are allowed to make their own agreement as to the solution to their problem and are put on their personal honor to live up to the conditions of the agreement

4. frustrations and anger can be released within the talking process of mediation

5. even if solutions are not reached the students has aired his or her opinion and some of the emotional pressures have been released.

6. students realize that mediation is not punishment but help and that what is done and said is confidential.

Ray Ritchie Pence Middle School

THINGS TO REMEMBER WHEN SETTING UP A MEDIATION PROGRAM

ALLOW STUDENTS TO SELECT THEIR OWN MEDIATORS! DO NOT PICK MEDIATORS FOR THEM.

TRY TO GET A GOOD CROSS SECTION OF STUDENTS IF POSSIBLE FOR MEDIATORS. YOU CAN GET MORE SELECTIONS THAN NEEDED AND PICK YOUR CROSS SECTION FROM THE CHOICES YOU HAVE BEEN GIVEN.

DO NOT MAKE YOUR MEDIATORS SCHOOL POLICE OFFICERS!

INFORM EVERONE IN THE SCHOOL (TEACHERS, STUDENTS, ADMINISTRATORS, & GUIDANCE) EXACTLY WHAT THE MEDIATION PROGRAM IS ABOUT.

KEEP THE PROGRAM AS SIMPLE AS POSSIBLE. DO NOT COMPLICATE IT WITH UNNECESSARY FORMS OR PROCEDURES.

WHEN DEALING WITH A MEDIATION PROBLEM, SELECT MEDIATORS NEED CLOSE TO THE SAME AGE AS THE DISPUTANTS.

MAKE THE PROGRAM EASILY ACCESSIBLE TO EVERYONE.

KEEP IN TOUCH WITH YOUR MEDIATORS. PAT THEM ON THE BACK FOR A JOB WELL DONE WHEN THEY COMPLETE A MEDIATION.

KEEP MEDIATION PROBLEMS CONFIDENTIAL. NOT TO DO SO WILL CAUSE STUDENTS TO DISTRUST THE MEDIATION PROGRAM.

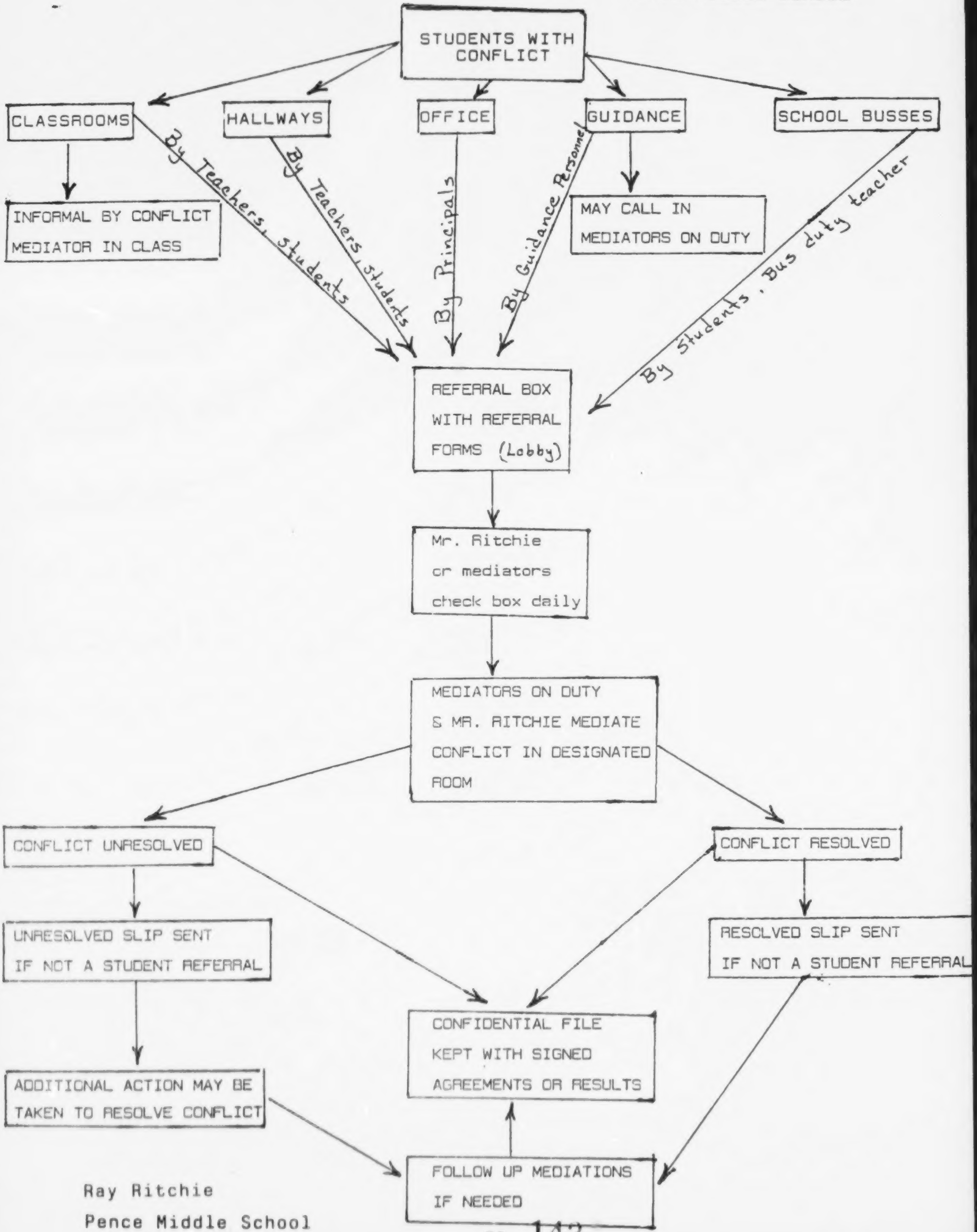
MEET WITH YOUR MEDIATORS OFTEN TO DISCUSS CONCERNS AND PROCEDURES.

BE SURE TO RECOGNIZE YOUR MEDIATORS AS OFTEN AS POSSIBLE! HAVE PARTIES AT THE END OF TRAINING AND THE END OF SCHOOL, GET THEIR PICTURES INTO THE SCHOOL"S YEARBOOK, GIVE CERTIFICATES AT END OF THE YEAR AWARDS ASSEMBLIES.

BELIEVE IN THE PROGRAM! IT WILL WORK!

Ray Ritchie Pence Middle School

CONFLICT MEDIATION
PENCE MIDDLE SCHOOL


STUDENTS WITH CONFLICT
CLASSROOMS
HALLWAYS
OFFICE
GUIDANCE
SCHOOL BUSSES
INFORMAL BY CONFLICT MEDIATOR IN CLASS
By Teachers, students
By Teachers, students
By Principals
By Guidance Personnel
MAY CALL IN MEDIATORS ON DUTY
By Students, Bus duty teacher
REFERRAL BOX WITH REFERRAL FORMS (Lobby)
Mr. Ritchie or mediators check box daily
MEDIATORS ON DUTY & MR. RITCHIE MEDIATE CONFLICT IN DESIGNATED ROOM
CONFLICT UNRESOLVED
CONFLICT RESOLVED
UNRESOLVED SLIP SENT IF NOT A STUDENT REFERRAL
RESOLVED SLIP SENT IF NOT A STUDENT REFERRAL
CONFIDENTIAL FILE KEPT WITH SIGNED AGREEMENTS OR RESULTS
ADDITIONAL ACTION MAY BE TAKEN TO RESOLVE CONFLICT
FOLLOW UP MEDIATIONS IF NEEDED

Ray Ritchie
Pence Middle School

MEDITATION CHECKLIST FOR CONFLICT MEDIATORS

1. Introduce yourself

2. Get the students to agree to the four rules of mediation.

3. Allow one student to go first to get their side of the problem expressed.

4. Listen and repeat what you think you have heard the person say that the problem really is about. (paraphrase) Ask them how they feel about the problem or conflict.

5. Allow the other student to do the exact same thing.

6. Allow no interruptions.

7. Ask each side if they have a solution to the problem.

8. If one side has a solution, ask the other side if they will agree to this solution or if they have an alternate solution.

9. If both students reach an agreement, put the agreement into writing and have both students sign it.

10. Congratulate the students if they have reached a solution to their problem! Thank them for using conflict mediation! If they have not reached a solution remind them of possible consequences if the problem continues.

11. Inform the students that if the agreement is broken by one side that the other party should immediately inform Mr. Ritchie that the signed agreement was not followed. This will lead to a follow up mediation.

12. File all papers as directed by Mr. Ritchie.

13. Pat yourself on the back for helping the school and your classmates.

Ray Ritchie Pence Middle School

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CONFLICT MEDIATOR DUTIES

1. Check with Mr. Ritchie on your assigned duty day to see if there are mediation problems.

2. Be sure to make up any work you missed in the class you have during the mediations.

3. Be sure to follow the mediation checklist during a mediation.

4. Keep and file all papers as directed by Mr. Ritchie.

5. Attend all called meetings of the conflict mediation group including special events and reward parties for mediators.

6. Be a conflict mediator until the end of the school year. You will be given the option to continue next year.

Ray Ritchie Pence Middle School

COMMON CONFLICT MEDIATION PROBLEMS AT PENCE MIDDLE SCHOOL

Problems by rank of occurrence:

1. Name calling, picking

2. Rumors (He said that she said that he said type)

3. Arguments that have become disruptive but not reached the physical level.

4. Peer group relationship problems.

5. Misunderstandings between friends.

6. Boyfriend, girlfriend conflicts.

7. Property ownership conflicts.

8. Territorial conflicts.

Ray Ritchie Pence Middle School

CONFLICT MEDIATION REFERRALS

Listed by rank of referral numbers:

1. Student and conflict mediator referrals.
2. Administration referrals.
3. Guidance referrals.
4. Teacher referrals.
5. Parent requested referrals.

Note: More referrals are at the 6 th grade level than at the 7 th and 8 th grade levels.

Ray Ritchie Pence Middle School

SAMPLE: Letter sent home with students chosen as mediators

PENCE MIDDLE SCHOOL
MEDIATION PROGRAM
MR. RICHIE, COORDINATOR

Dear Parents;

It is with great pleasure and pride that I am to inform you that ________________ was selected by peers and teachers to be a school mediator this year.

Conflict mediators will be trained on September 18 and September 25 by Mrs. Faye Wampler from the Community Mediation Center.

Mediators will be trained to help other students solve their own problems by listening to the problem and trying to get both sides to agree to a workable solution. This may prevent those students from getting into more serious trouble later. Mediators were very successful in our program last year and we are looking forward to the same success this year.

Please give permission for your student to participate in this vital school program by signing this letter and returning it by Friday of this week. Mediators will miss a small amount of class time and will be expected to make up any work missed. Thank you for your support!

Ray D. Richie
Ray D. Richie, Program Coordinator

Signature of consent
by parent or guardian: ______________________________

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Middle School Sample:

CONFLICT MANAGEMENT REFERRAL FORM

Complete this form and place into the referral box

Date 11-29-90

Who has the conflict?
1. Melody
2. Andi

What kind of conflict?

"IMPORTANT:" Describe the problem on the back of this form.

____ Argument
____ Rumor
[✓ Picking, Name Calling]
____ Other ____________

Referred by:

____ Student
____ Teacher
[✓ Counselor]
____ Administrator
____ Aide
____ Conflict Manager

Person referring: GHull (Necessary)
(Student names will be kept confidential)

Middle School Sample:

CONFLICT MANAGER REPORT FORM

Conflict Managers Chassidy Shiflet Date 11-29-90
Zachary Yoder

Who had the conflict? Melody
Andi

What kind of conflict? Argument

Rumor

[✓ Other] Picking, Name Calling

Referred by: Student Administrator
Teacher Aide
[✓ Counselor] Yourself

What was the conflict about? Andi was calling Melody's sister namesand hitting her.

Was the conflict resolved? [✓ Yes] No

Resolution:

Student #1 agrees to:
Stop bothering Andi

Student #2 agrees to:
Leave Melody's sister alone.

Middle School Sample:

CONFLICT MANAGEMENT REFERRAL FORM

Complete this form and place into the referral box

Date 1,16,91

Who has the conflict? 1. Mark

2. TOMMy

What kind of conflict?

____ Argument

____ Rumor

____ Picking, Name Calling

✓ Other Brok ewatch

"IMPORTANT:" Describe the problem on the back of this form.

Referred by:

✓ Student	____ Administrator
____ Teacher	____ Aide
____ Counselor	____ Conflict Manager

Person referring: Mark (Necessary)

(Student names will be kept confidential)

Middle School Sample:

CONFLICT MANAGER REPORT FORM

Conflict Managers Justin Dove Date 1/16/91
Sarah Deavers

Who had the conflict? Mark
Tommy

What kind of conflict? ___ Argument

___ Rumor

✓ Other about breaking a watch

Referred by:	✓ Student	___ Administrator	
	___ Teacher	___ Aide	
	___ Counselor	___ Yourself	

What was the conflict about? about Marks watch being broken by Tommy

Was the conflict resolved? ✓ Yes ___ No

Resolution:

Student #1 agrees to:	Student #2 agrees to:
Mark find out how much watch costs, pay half couse he was also fooling around	Tommy also pay half

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MEDIATION SERVICES IN VIRGINIA

The following centers provide established, quality mediation services. Additional programs can be identified by referring to the Yellow Pages of your telephone directory for your area.

COMMUNITY MEDIATION CENTER
383-A North Main Street
Harrisonburg, Virginia 22801
(703) 434-0059

COMMUNITY MEDIATION CENTER OF CHARLOTTESVILLE/ALBEMARLE CO.
1108 East High Street
Charlottesville, Virginia 22905
(804) 977-2926

CONFLICT RESOLUTION CENTER, INC.
P.O. Box 1181
Roanoke, Virginia 23509
(703) 342-2063

DISPUTE RESOLUTION CENTER
701 E. Franklin St., Suite 712
Richmond, Virginia 23219
(804) 343-7355

DISPUTE SETTLEMENT CENTER
3608 Tidewater Dr.
Norfolk, Virginia 23509
(804) 622-8141

KEY BRIDGE THERAPY AND MEDIATION CENTER
1925 North Lynn St., Suite 810
Arlington, Virginia 22209
(703) 528-3900

NORTHERN VIRGINIA MEDIATION SERVICES
George Mason University
4400 University Drive
Fairfax, Virginia 22030

RAPPAHANNOCK MEDIATION CENTER
P.O. Box 7162
Fredricksburg, Virginia 22404
(703) 372-7740 (703) 347-6650

UNITED METHODIST FAMILY SERVICES
Northern Virginia Regional Center
6930-B Little River Turnpike
Annandale, Virginia 22003
(703) 941-9008(703) 764-6225

RESOURCES FOR MEDIATORS

NATIONAL

Academy of Family Mediators (AFM)
PO Box 10501
Eugene OR 97440
503 345-1205

American Assoc. of Family Counselors and Mediators
5225 Route 347 Suite 26
Port Jefferson Station NY 11776
516 551-5796

American Bar Assoc. Standing Cmte on Dispute Resolution
1800 M Street NW Suite 200-S
Washington DC 20036
202 331-2258

Association of Family and Conciliation Courts (AFCC)
329 West Wilson Street
Madison WI 53703
608 251-4001

Mennonite Conciliation Service (MCS)
21 South 12th Street
Akron PA 17501
717 859-1151

National Association for Mediation Education (NAME)
425 Amity Street
Amherst MA 01002
413 545-2462

National Center for Mediation Education
2083 West Street Suite 3-C
Annapolis MD 21401
301 261-8445

National Association for Dispute Resolution (NIDR)
1901 L Street NW Suite 600
Washington DC 20036
202 466-4764

Society of Professionals in Dispute Resolution (SPIDR)
1730 Rhode Island Avenue NW
Washington DC 20036
202 833-2188

Appendix

CONFLICT RESOLUTION BIBLIOGRAPHY

Mary K. Cihak and Barbara Jackson Heron, *Games Children Should Play.* Scott, Foresman & Company, Glenview, IL (K-6)

Elizabeth Crary, *Kids Can Cooperate*. Parenting Press, 7750 31st Ave. NE, Seattle, WA 98115

Barbara Davis and Paul Godfrey, *Fussbusters Teacher's Guide*. The Mediation Center, 189 College St., Asheville, NC 28801 (4-6)

Roger Fisher, *Getting Together*. Houghton-Mifflin Co. (Adults)

Roger Fisher and William Ury, *Getting to Yes*. Penguin Books, 40 W. 23rd St., NYC, NY 10010

Thomas Gordon, *TET: Teacher Effectiveness Training*. Peter H. Wyden Publishing, 750 Third Ave., New York, NY 10017 (Adults)

Sandy Kalmakoff, et al., *Peer Conflict Resolution Through Creative Negotiation*. Public Education for Peace Society, P.O. Box 2320, New Westminister, B.C. V3L5A5, Canada (Grades 4-6)

William J. Kreidler, *Creative Conflict Resolution*. *(K-6)* Scott, Foresman, & Co., 1900 East Lake Ave., Glenview, IL 60025 (K-6)

Nancy Schniedewind and Ellen Davidson, *Cooperative Learning, Cooperative Lives.* William C. Brown Company Publishers, Dubuque, Iowa

Fran Schmidt and Alice Friedman, *Creative Conflict Solving for Kids.* The Grace Contrino Abrams Peace Education Foundation, Inc., P.O. Box 191153, Miami Beach, FL 33119 (Grades 4-9)

Prutzman, Stern, Burger, Bodenhamer, *The Friendly Classroom for a Small Planet*. CCRC, Box 271, Nyack, NY 10960-0271. (K-6)

Fran Schmidt and Alice Friedman, *Fighting Fair: Dr. Martin Luther King, Jr., for Kids*. (book and video), The Grace Contrino Abrams Peace Education Foundation, Inc. P.O. 191153, Miami Beach, FL. 33119 (4-9)

Additional Resources:

National Association for Mediation in Education (NAME): Quarterly newsletter, national directory of programs, books, articles, etc. c/o Mediation Project, 425 Amity St., Amherst, MA 01002, (413) 545-2462

Community Boards (a community-based mediation center): Trainings, quarterly newsletter, books, videos, articles, etc, 149 Ninth [illegible]eet, San Francisco, CA 94103, (415) 552-1250.

Your Notes

Your Notes

Your Notes

Your Notes